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ABSTRACT

A survey of 30 colleges, 15 with predominantly black students and 15 with predominantly white students, was conducted in 15 different states. The major objective of this study was to provide knowledge about the effectiveness of the placement process in a representative sample of four-year colleges with predominantly black student population and their white counterparts. The study identifies the formal system and informal network of placement activities as they occur at colleges and focuses on gathering data about the overall placement process, its function, its operation, and its effectiveness. In-person interviews were conducted at the selected colleges with college placement personnel, certain college administrators, certain faculty members, and graduating seniors. Questionnaires were mailed to certain 1974 graduates and employers who recruit at the selected college on a regular basis. The data collected was analyzed using SPSS (Statistical Package for the Social Sciences). (Author)

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ASSESSMENT OF JOB PLACEMENT SERVICES IN COLLEGES WITH PREDOMINANTLY BLACK STUDENTS

BY: **FRANKLIN G. FISHER, JR., PH.D.**

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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16. Abstracts

A survey of 30 colleges, 15 with predominantly black students and 15 with predominantly white students, was conducted in 15 different states. The major objective of this study was to provide knowledge about the effectiveness of the placement process in a representative sample of four-year colleges with predominantly black student population and their white counterparts. The study identifies the formal system and informal network of placement activities as they occur at colleges and focuses on gathering data about the overall placement process, its function, its operation, and its effectiveness. In-person interviews were conducted at the selected colleges with college placement personnel, certain college administrators, certain faculty members, and graduating seniors. Questionnaires were mailed to certain 1974 graduates and employers who recruit at the selected colleges on a regular basis. The data collected was analyzed using SPSS (Statistical Package for the Social Sciences).

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PREFACE

The work described in this report was performed by Ultrasystems, Inc. for the U.S. Department of Labor under Contract No. 20-06-75-11 during the period 18 October 1974 to 31 December 1976. The DOL Project Officer was Ms. Diane Edwards. The Program Manager and Principal Investigator for Ultrasystems, Inc. was Dr. Franklin G. Fisher, Jr.

There were several significant contributors to the study effort, specifically, Mr. Randolph Eidemiller--with regards to statistics--and Mr. Steve Pond--with regards to the computer analyses. Both of the gentlemen just mentioned are employees of Ultrasystems.

The major subcontractor to Ultrasystems, for this study effort, was Optimum Computer Systems, a firm of research consultants from Washington, D.C.

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1. INTRODUCTION

This document constitues Volume III of the final report for the U.S. Department of Labor study entitled "Assessment of Job Placement Services in Colleges with Predominantly Black Students" under Contract No. 20-06-75-11. The purpose of this volume is to present the findings of the case studies conducted at the thirty colleges visited during the course of the contract.

Each survey team was instructed to collect certain data and make certain observations at each college visited. An extensive case study was then compiled for each of the thirty surveyed colleges. Subsequent to compilation of the studies, it was decided by DOL that there could be no information contained in the case studies that would allow one to identify the college that was being discussed. Based on this stated position, the case studies as now published have been sanitized to remove all identifying information. Regrettably, the necessity for removal of said data has resulted in the attendant removal of much of the useful data that had been obtained. However, there is still a considerable amount of valuable information contained in the studies and such information has been presented in this volume in a manner that provides maximum utility.

1.1 METHODOLOGY FOR COMPILING THE CASE STUDIES

In order to insure that the case study reports would be comprehensive, consistent, and useful, certain steps were taken that can be seen as follows:

- A list of information that was required to be collected at each college was provided to all survey team members.
- An outline of how the reports were to be structured was provided to all survey team members.
- A sample case study was prepared of one of the "pre-test" colleges and was provided to each survey team member as a guide to how the reports should be written.

- The visits to the colleges were scheduled such that each team would be in the field two weeks visiting a pair of colleges and then be in the home office for two weeks. During the two weeks in the home office, the team members were required to write-up their case studies so that the information would still be fresh in their minds.

As stated earlier, the case study reports had to be sanitized to remove all identifying information. As a result, some means of providing a coherent frame of reference for the information as now presented is necessitated. Consequently, each college has been designated as a small, medium, or large--predominantly black or white--college located in either a Southeastern, Midwestern, or South Central state. The designation of small, medium and large is based on the same criteria utilized for analysis purposes in the Technical Volume of this report and is as follows:

- Small - equal to or less than 1500 students
- Medium - larger than 1500 but less than 5000 students
- Large - larger than 5000 students

1.2 ANALYSES OF CASE STUDY DATA

It was initially intended that the case study reports would be utilized as an alternate means of assessing the effectiveness of various colleges. However, because all information has been presented in a manner so as to provide anonymity to the participating colleges, this type of analysis was not possible. As a result, the manner in which the case study data has been utilized in an analytical sense can be seen as follows:

- The case study data was used to support conclusions drawn from the statistical analysis of empirical data.
- Certain recommendations made for improving placement activities were based on data collected for the case studies.
- Certain of the unique mechanisms discovered at the colleges resulted from the data collected for the case studies.

A medium-sized university located
in a southeastern state.

CASE STUDY: A UNIVERSITY WITH PREDOMINANTLY WHITE STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

The university is under the jurisdiction of its own Board of Trustees composed of the Governor (President ex-officio), the State Superintendent of Education, three members from the State-at-Large, appointed by the Governor, and six members from the 7th and 8th Congressional Districts. This Board appoints the President.

There are four general Divisions: Academic Affairs, under which are included each of the Schools; Financial Affairs, which in addition to the Comptroller includes Maintenance and Security Services (Auxiliary Services), the Computer Center, and the Student Union; Student Affairs, which includes Student Life, Student Activities, Housing, Counseling and Placement and Health Services; and a miscellaneous grouping of services, the most prominent of which is Intercollegiate Athletics, which covers the football, basketball, golf, track and field, and baseball activities.

1.3.3 Academic Program

Two undergraduate degrees are offered in the School of Arts and Sciences. The B.A. degree is offered for majors in Art, Dramatic Arts, Speech, English, Geography, History, Music, Political Science, and Sociology. The B.S. degree is offered for majors in Biology, Chemistry, Law Enforcement, Mathematics, Physics, Public Administration, and Urban Planning and Social Work. In addition, either the B.A. or B.S. degree is offered to students who complete a prescribed 3-year curricula at the university and complete the first year of professional schooling in Dentistry, Medicine, Medical Technology, or Law. In the School of Business the B.S. degree is offered in Accounting, Economics and Finance, Management, Marketing, and Office Administration. The School of Education offers B.S. degrees in Early Childhood Education, Elementary Education, and Secondary Education. These are certificate programs. Noncertificate B.S. degrees are also offered in Health, Physical Education, Recreation, Home Economics, and Psychology. Several masters programs are also offered by this department. A new school, Nursing and Allied Health Sciences, opened in the fall of 1973 and will offer a B.S. degree in Nursing with eligibility for R.N. certification.

Each program requires the students to take approximately 40 or more academic credits in four general topic areas which include:

Area I - Language and Literature

Area II - Natural Science and Mathematics

Area III - Social and Behavioral Science

Area IV - Performing Arts and Activities

The exact nature of this program varies by department and ultimate selection of major, but is designed in each case to provide the student with as broad an education background as is feasible.

1.3.4 Student Population

According to the Vice President of Student Affairs, statistical analyses of the student body are not normally conducted. Approximately 4,000 students are presently enrolled. Students are not commonly designated as sophomores, seniors, etc., except by count of earned credits. No data is retained relative to this except as generally published in the school directory. The school directory lists all faculty and students by name, address, phone number, and, in the case of students, approximate position relative to graduation. No courses are designated as senior-level courses and so we cannot approximate the size of the senior class in this manner.

According to the Comptroller, the school budget, exclusive of certain activities such as security, grounds maintenance, etc., is $6,250,000 for the current period, but no detailed breakdowns were available.

2.0 THE PLACEMENT PROCESS

2.1 PRIMARY COMPONENT

The only primary placement component we could identify was the Counseling and Placement Center. A work-study program exists but this is in the Chemistry Department and is operated by the head of the Department of Chemistry. It is apparently a very small program (especially since the department has very few majors).

Bulletin boards are well located in every classroom building and notices originating from the placement office were detected on these boards. The bulletin boards are so cluttered with school announcements that it is unlikely that much attention is paid to them by students.

New entering students are informed of the Counseling and Placement Center during freshman orientation. Students who are enrolled at the university and desirous of placement assistance, or wishing to see a recruiter, are expected to present themselves to the Placement Center and request such assistance. There is, at the present time, no formal program for providing career counseling, placement assistance, etc., for students. (See Section 3.1, Administration and Staff, for a partial explanation of this.)

2.2 SECONDARY OR SUPPORTING COMPONENTS

The school is primarily a teaching college and support for many of the majors (e.g., chemistry, math, sociology, etc.) is derived from prospective education majors. Only one department, Accounting, seems to be an exception to this rule. None of the faculty interviewed, with the exception of the head of the Chemistry Department and Department of Education appeared to be actively engaged in assisting students to find employment, although all acknowledged a responsibility to the students in this area. Thus, we could find no significant secondary placement components, although we presume that some such services must be taking place in the Department of Education via its student teaching programs and a nonrequired, one-credit course titled "Sophomore Experience in Professional Education," (Education 292). This course, however, appears to have more of a career-determining nature. The size of the Department of Chemistry does not give this department a significant impact on placements.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

At the time of our visit, the Vice President for Student Affairs was filling in as the Director of Placement. A new director had been hired to occupy this position in August of 1974 but he had quit the position by October. No replacement had been found as yet and the functions of the position were being filled in by the Vice President for Student Affairs (who at one time had placement experience), the counselor (who had no previous experience in placement), and a secretary.

3.2 FACILITIES

The Counseling and Placement Center is centrally located and is in the same building in which the departments of nursing and business are located. Across the street is the Administration Building and the library. These buildings are all possible traffic generators since, with the exception of the library, classes are conducted in each building. Less than a block away is the Student Union Building.

The Counseling and Placement Center is located near the front door off an anteroom which controls access to the classrooms beyond a second set of doors. It is well located. Office space within the Counseling and Placement Center is limited but completely adequate for such uses. Sufficient space is available in the several rooms that make up the office for a placement library, recruiter rooms, and offices for the single counselor and placement director.

3.3 SCOPE OF SERVICES

Although a counselor is available in these offices, this person's interests are primarily directed toward general counseling services. The counselor will provide placement counseling if requested, but has had no specific training in this area. Furthermore, the counselor feels the need to be available to walk-ins at all times and spends most of the time in these offices. Very little, if any, on-campus or off-campus placement activity is engaged in by the counselor.

3.4 PROGRAM MANAGEMENT

The Vice President for Student Affairs feels the budget for this office is adequate at the present time.

It appears that no formal monitoring or reporting system existed prior to the arrival of the last Director of Placement. It also appears that an effort was made by the most recent director to establish a formal reporting system.

3.5 INTERNAL AND EXTERNAL INTERACTION

The prior Director of Placement attempted to publicize and generate interest in placement. Reports were apparently sent to all faculty members in order to generate some interest. Judging from our interviews with faculty, we do not feel that such activity was successful.

4.0 UNIQUE ASPECTS OF THE PLACEMENT PROGRAM

None.

5.0 ULTRASYSTEMS' EVALUATION

The university apparently feels that placement is sufficiently important to provide the office with a budget, good location, and very nice offices, but, despite this, it is hard to see how placement is considered in more than a perfunctory manner. Since only a skeleton operation was in existence at the time of our visit, we cannot provide much of an evaluation of this issue except to comment that the faculty felt that their placement responsibilities ended, in most cases, by referring both employers and students to the placement office.

A medium-sized university located
in a southeastern state.

CASE STUDY: A UNIVERSITY WITH PREDOMINANTLY BLACK STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

The university is under the general supervision of the State Board of Education. Generally, it is divided into three colleges (Arts and Sciences, Business and Economics, and Education), and two schools (Graduate Studies, and Continuing Education and Community Services). There is a Division of Aerospace studies (AFROR) at the university, as well.

The Director of Placement reports to the Vice President for Student Affairs who in turn reports to the President of the university.

1.3.3 Academic Program

The three colleges are organized into nine divisions. Students may select their majors from any of these nine divisions at the end of their junior years. Entering freshmen must take a core curriculum and select a specified number of courses in order to graduate. The core includes courses in each of the following areas:

- Communications (English and Reading)
- Mathematics (Basic Algebra or College Algebra)
- Social and Behavioral Sciences
- Physical Education and Health
- Natural Sciences
- Humanities

The university is on the quarter system rather than semester or trimester. In general, 190-192 credit hours with a minimum 2.0 (C) grade point is required for graduation. Approximately 65 credit/hours must be in general education courses and 24 in a minor field of study. Candidates for Bachelor of Arts degrees must complete 18 credit/hours in a foreign language and forty-five credit/hours in a major. Bachelor of Science candidates must complete 36 credit hours in their major.

Most majors qualify students for any of several teaching certificates. We were told that the university previously emphasized teaching training but in recent years has been attempting to deemphasize this aspect. No statistics were available to us relative to the number of declared majors in each department. The breakdown between declared majors does not seem significant however, since many students indicated to us that they used the teaching major as a hedge. That is, a student could be concentrating in Accounting, minoring in Art, but taking Education so if he couldn't find employment in accounting or art, he could always teach these subjects. The counts of majors is significant, however, in that we could not proportion our sample of student interviews with respect to the field in which the students expected to graduate.

1.3.4 Student Enrollment

Student enrollment for the Fall Quarter, 1974, was as follows:

Total	3,158
Undergraduate	2,312
Graduate	846
Men	1,350
Women	1,808
Home state residents	2,928
Non-resident	230

Students are from 57 of the state's 67 counties and from 19 of the other states. Of the total enrollment, 28 percent attend on a part-time basis while holding regular employment and 99 percent are black.

2.0 THE PLACEMENT PROCESS - COMPONENTS

2.1 PRIMARY COMPONENTS

In this particular case, it probably would not be excessive to state that the placement office is a lonely enclave struggling against the combined forces of faculty and student apathy. A highly sophisticated program exists in the placement office (see Section 3.3, Scope of Services). The only problem is that the students don't seem to come in in any significant numbers. (The placement office does not maintain volume counts relative to services offered, thus statements such as these are judgmental and the results of our own observations.)

Generally, the main thrust of the placement office at the time of our visit was to generate activities which will bring the placement office to the students' attention and to generate interest in placement activities through public relations visits to dorms, Greek letter societies, clubs, and speaking engagements in classes sponsored by a few concerned instructors. With the support of its own superior--the Vice President for Student Affairs--the placement office has managed to get approval for a three-credit course in placement or career development.

In our interviews on campus, we were able to identify two department heads (there are possibly more) who supported placement activities and a Co-op program. With respect to the department heads, it appears that one is enthusiastically supportive of the placement office since he firmly believes in the revolutionary potential of employment (i.e., placement of well-qualified black students in good positions with real potential for advancement will go far in assuring blacks equal opportunity). Unfortunately, his is a department with a very small number of majors. The other department recently (1971-1972) revised its offerings, which in effect made students majoring in this department more commercially acceptable to employers. This, it appears, has made the university more interesting to prospective employers and support from recruiters has enlarged this department's prospects. This department is large and although it does not appear to be as aggressive in encouraging students to use the placement office or in supporting placement activities as the department first discussed, it does generate quite a lot of activity for the placement office.

The third placement component identified is the Cooperative Education office. The director of this program was previously the Director of Placement and when the Co-op program became a reality this individual moved with the program. At the time of our interview, 45 students were in the Co-op program and an unstated number of employers were participants. Some employers were inactive now due to economic conditions. Sixteen of the 45 students were in a Co-op program, at various sites, with the Navy. Even though the Co-op office is situated next door to the placement office, cooperation between the two offices appears to be minimal.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The placement office is generally the responsibility of the Vice President of Student Affairs. The placement office, in turn, has a Director, a part-time graduate student secretary, and several part-time undergraduate student secretaries. The office is acknowledged to be understaffed by the Vice President of Student Affairs and the Placement Director but budget restrictions (see section 3.4.1, Budget) prohibit enhancement of staff. In an acknowledged inadequate attempt to ameliorate this situation, the Vice President for Student Affairs stated that they try to find the very best person available to be the Placement Director's secretary such that this person can provide some degree of working support to the Placement Director. The placement office secretary is, to our observation, very professional. However, given the necessity of supervising several inexperienced part-time students performing clerical jobs, and her own part-time status and secretarial workload, the secretary can do very little beyond providing secretarial support to the Placement Director.

3.2 FACILITIES

Facilities are adequate for placement functions. The office is well located with respect to student flow. It is located across the street from the school library, dormitories, and the building it is located in houses classrooms. A little further away and across the Campus Commons is the Student Union Building, post office, bookstore, student cafeteria, and several classroom buildings.

The placement office is located on the first floor of the building in a section occupied only by the Co-op office and the placement office. The placement office itself consists of one large office and four smaller offices lined up along an outside wall and connected to each other by a spacious anteroom. The large office is the Director's office and three of the smaller rooms are used by recruiters. Each of these rooms are good-sized rooms, though not too large, functionally furnished, pleasant and well-lighted. Each has its own operable window.

The front of the anteroom is occupied by a secretary/reception desk which commands the door into the placement office. Beyond this desk in the anteroom are shelves and racks containing the material of the placement library and sufficient space for getting to the recruiting rooms and for comfortable chairs in which a student may read material on the shelves.

The library is good. Recruiters' brochures abound. Copies of Business Week, The Wall Street Journal, MBA, Black Enterprise and similar publications are openly available. An automatic film viewer with company promotion film cartridges is presented on a shelf and accessible to any student, as well as general occupational material such as occupation description publications from the Department of Labor and several private sources, a Thomas's register to manufacturers and some Dun and Bradstreet publications.

Two recruiters who were on campus while we were there had their material displayed on the shelves in obvious positions. This is a good practice and it was noted to be in use by all colleges visited. School catalogs and recruiting brochures from many graduate schools were also present on the shelves.

Everything was kept neatly and in its place. The library is good for browsing but--and this is our only criticism--it could benefit from a more definite organization than was apparent to us. Employment recruiter brochures were mixed in with graduate school recruiting brochures and these were mixed in with employment recruiting brochures from school systems. General occupational research material was kept together but even here recruiter brochures intervened. To find a specific company brochure or data source, a student either had to know where it was placed or look through the library until he found what he was looking for. We would recommend the assistance of a librarian in this area.

3.3 SCOPE OF SERVICES

3.3.1 Student Counseling

Counseling is available to students on two levels. There are no separate offices for Testing and Psychological Services or Counseling and Financial Aid. Each of these offices are separate from the placement office and no formal connections exist between these offices or the placement office. The placement office will provide career counseling to students at their request or if as a result of an interview with a recruiter such an interview is indicated. A vehicle has been established to obtain information required for this purpose. The form is completed for each student interviewed by the recruiter, reviewed by the Placement Director and is placed in the student's placement file, if no other action seems required as a result of the recruiter's comments. As a result of the Privacy Rights of Parents and Students Act (PL 93-380), the university has decided that this evaluation form will be kept in the student's file for approximately two days, after which time it will be removed and destroyed. The evaluation report is available to students but they must initiate action in order to see it.

3.3.2 Job Placement

Two definite placement systems exist, part-time for ongoing students and recruitment for graduating seniors. Each morning the secretary calls approximately 25 local employers to solicit part-time employment for students. Acquisition of such a job will be recorded on a job order form and held. No publicity is ordinarily given these jobs and students arriving at the placement office on their own initiative seeking part-time work are offered these jobs. Preregistration of jobseekers has recently been abandoned by this office (other than completing resumes) and the jobs are offered on a first-come, first-served basis. If the student appears interested in the job, the student may be given a referral/follow-up form and sent to the interview. On occasion, these jobs will be given extensive publicity. Flyers are distributed to all class buildings and student unions and placed in convenient locations (e.g., staircases near entryways, etc.). The manner of distribution is significant because though bulletin boards are located on each floor in all schools and are neatly kept, there are so many unorganized announcements on them that it is doubtful that students ever "see" them.

Full-time placement activities are primarily directed to prospective graduates and graduates. Graduate files are kept and unless the graduate indicates a desire to stop receiving information or fails to respond to an interest inquiry, he will be sent placement material in the same manner as graduating seniors. Announcements of prospective recruiters are mailed to students on a regular basis. Students can call to make appointments to attend these interview sessions. If they have not registered (e.g., provided the placement office with a resume) they will be requested to register. Registration is not mandatory but the placement director stated that he obtained the cooperation of the deans in encouraging students to register with the placement office prior to graduation. The director claimed that 80-85% of the students now register for full-time graduate employment.

An interview schedule will then be prepared for the recruiter and interviews will be conducted at appropriate times. An interview package is provided each recruiter. As an interesting twist to this very standard procedure, each student, as he leaves the recruiter, is asked to complete a Recruiter Evaluation Form which permits the student to evaluate the recruiter. We saw the form being prepared but are not clear on the uses actaully made of this form, although it has exciting potential.

3.3.3 Special Programs and Services

At the present time, the Placement Director is cajoling speaking engagements at dormitories, fraternities, and in classes in an effort to publicize the placement office and services among students. Since the university operates all year, office hours have been extended to a full-year basis (except for a two-week summer vacation).

No Career Day is conducted at this university, but an "Interaction/Interchange Seminar" program has been developed in its place. A flyer was sent to faculty and students reminding them of the event which occcurred the week before we arrived. Since no one other than the Placement Director mentioned this program, we cannot judge its viability.

About 14 career programs are held during the course of the year. These programs revolve about a specific career (e.g., banking, insurance) and individuals working in the particular fields are invited to speak, but the burden of these sessions appears to be borne by the Placement Director.

A flyer was also mailed to students describing the new Career Counseling course recently approved and to be offered in the next quarter. The program is new and untested.

3.4 PROGRAM MANAGEMENT

3.4.1 Budget

The placement office is operated through funds obtained via Title III and they ordinarily would share funds obtained through a CPS consortium. The proposal was prepared by the placement office, submitted to the appropriate university office weeks before it was due, but never submitted to the funding agency. As a result of this "error," no funds were received from outside sources. When we queried the Treasurer's Office, we were told that last year's budget was $10,000 (Title III funds) and this year's budget $0 (zero). The Placement Director claimed a budget of approximately $8,500.

It appears that the placement budget is obtained by using funds which are "borrowed" from other budget items. The situation has placed an effective limit on staff size and the extent of placement activities. Some contributions are received from outside sources. In one specific situation of which we are aware, one large corporation contributes $1,000 to the placement office and $500 to the Department of Business as part of its recruiting program on campus. The placement office seems to have difficulty getting this money freed within the university for placement use.

Students who do not appear for a scheduled interview are mailed a letter. The letter strongly castigates the student for failing to appear and purports to withdraw placement services from the student unless appropriate action is taken. Service is not really withdrawn and we question the use of such a letter. In one student interview, a student reported having been signed up for an interview by a friend who did not tell her of this action. She, of course, did not attend the interview, received the letter (which she said did not contain the name of the company) and now will not use the placement office.

When the student learns the result of his interview, he will hopefully report the results to the placement office. This is a haphazard procedure, but the placement office has not found that mailing of follow-up letters to students is especially successful either. Generally, "...if they don't get jobs, we may hear from them..." but even so, response is negligible. The placement office has found that mailing follow-up forms to known employers (or recruiters) is a more fertile format for follow-up.

The major exception to the foregoing procedures are military and ACTION recruiters. They prefer high traffic locations and operate virtually independent of the placement office (except for an occasional polite "hello" or "goodbye"). These recruiters have a table set aside for them in the Student Union Building, near the entrance, and conduct their work there.

The placement office will at times engage in mailings in order to attract prospective employers.

3.4.2 Monitoring and Reporting System

No thorough monitoring or reporting system exists. The Vice President for Student Affairs is aware, on an informal basis, of the activities of the placement office. She apparently has a lot of confidence in the Placement Director and is so busy fighting other fires that she provides this office with a minimum of attention. The one formal meeting regularly scheduled between the Vice President for Student Affairs and the Placement Director relating to program effectiveness, of which we are aware, is a yearly review of a currently completed, nonstatistical compilation of follow-up results of the most recent graduates. This compilation lists the jobs received by the graduates.

4.0 OTHER CAMPUS PLACEMENT ACTIVITIES

None were observed.

5.0 ULTRASYSTEMS' EVALUATION

5.1 OFFICE

The Director of Placement has been in this position for three years and it appears that much of the activity we observed has occurred in the last two years. At the present time it does not appear that many of the 2,000 - 3,500 students use the placement service so the workload did not seem overwhelming from that quarter to us. On the other side, however, the Director is engaging in on-campus speaking engagements, sitting on local manpower development committees, visiting recruiters' offices at their invitation, attending meetings and seminars to develop sources, extending office hours, starting a Career Counseling course and much, much more. Assuming that any one of these activities is very successful (or all are minimally successful) the job will likely become more than one man can handle. There is simply no way in which this situation can continue and students still be served.

5.2 INDUSTRY RAPPORT

Industry rapport is hard to judge. We met two large-company recruiters and they were both anxious to work with the school (in helping to improve their programs, quality of instruction, etc.). But they have not been able to hire many students. This appears to be a function of job openings and interested, qualified students. Other regular employers are simply not coming or recruiting by mail, only due to economic conditions. Our opinion after speaking to three employers is that if a sufficient quantity of students started to appear for recruiter interviews, this would improve hire rates; unfortunately, it would also increase office workload on what is presently an inadequate staff.

A medium-sized university located
in a South Central state.

CASE STUDY: A UNIVERSITY WITH PREDOMINANTLY WHITE STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

The university is governed by the Board of Trustees for the State University System. A separate set of administrative offices administer the system and the university is autonomously administered within the system by its own administration. The director of placement reports directly to the Dean of Students.

1.3.3 Academic Program

The university offers a broad range of undergraduate programs and degrees. The school has the only Forestry major in the state and is reputed to be recognized nationally for this major.

1.3.4 Student Population

Enrollment has been declining since it merged with the state university system. As of the spring semester 1974, 1,643 students were enrolled, and although final figures were not yet available, it appeared that the student body for the spring semester 1975 would not exceed 1600 students. Information provided us showed the following breakdown of the student body:

	Male	Female	Total
Freshman	265	212	477
Sophomore	214	175	389
Junior	181	110	291
Senior	225	148	375
Special	15	16	31
	902	661	1,503

Approximately 200 students are black.

Broken down by majors, the student body appears as follows:

Department	No. of Students	% of Students
Aerospace Studies	0	0
Applied Science	243	16.3
Biology	111	7.5
Business Administration	241	16.0
Chemistry	32	2.3
Education & Psychology	227	15.1
Fine Arts	71	4.9
Forestry	83	5.4
Physical Education	169	11.1
Language & Literature	40	2.6
Mathematics	23	1.5
Social Science	21	1.6
Speech & Dramatic Arts	23	1.5
Others	125	8.5

Aerospace Studies is the school's Air Force ROTC program. The Applied Science Department figures include 127 students in the Nursing Program or over half that department's enrollment and 179 students in the Education and Psychology Department have opted for Education majors. These are figures for declared majors. As we discovered, a student's declared major (the field the student writes on his records as his major field of interest) is not necessarily his actual major. Students actually majoring in Education can be found in all departments, notably Applied Science, Fine Arts, Physical Education, Language and Literature, and Social Science.

2.0 PLACEMENT PROCESS

There is a formal placement function and office on campus, but it operates in an informal manner. Most placement activity is apparently centered in the departments, with little or no communication with the Placement Office. The alumni association maintains an office on campus in a building near the Placement Office but does not concern itself with placement activities.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The Placement Director reports directly to the Dean of Students. Their offices are adjacent to each other. The placement staff consists of the Placement Director and one secretary.

The budget for the Placement Office is $840.00, exclusive of staff salaries. This budget is broken down as follows:

Supplies and Equipment	$500.00
Telephone and Postage	100.00
Travel	240.00

The total school budget for this year is reported by the controller as $3,000,500.

3.2 LOCATION AND FACILITIES

The placement office is located in the Administration Building in the approximate center of the campus. Since classes are conducted in this building, and the Bursar's Offices, Nurse's Office, Financial Aid Office, etc. are also located there, it can be considered well located.

The placement staff is located on the first floor of the renovated Administration Building near the back entry of the building. Since this entry faces the campus proper, it can be considered the preferable location. Coming from the Student Union Building, for example, to get to the Bursar's pay windows, students must pass the well-identified placement office.

3.3 SCOPE OF SERVICES

3.3.1 Student Counseling

In October 1974, the then Director of Placement left his position. The Dean of Women then assumed the position (later approved and formalized), gave up her title as Dean of Women and moved into the Placement Director's office. The school is presently looking for a replacement Dean of Women and until one is found, the Placement Director divides her time between placement work and student counseling.

As a result of her abrupt assumption of responsibility for placements and lack of specific training or experience in the area, there are very few services offered by this office at present. Vocational tests are given to students. Most counseling service is of necessity concerned with student problems and adjustment at school such as offered by a Dean of Women. Very little placement counseling appears to be actually provided by the placement office.

The college placement office presently concerns itself with receiving job orders from employers and distributing or publishing these orders as appropriate. Orders, for example, which seem to be of specific interest to the departments are sent directly to them. Otherwise, the orders, or copies of the orders, are posted on bulletin boards around the campus, published in the daily "green sheet," or, in some cases, posted on a small bulletin board placed immediately outside the placement office in the direct flow of traffic. The "green sheet" is a newsletter published daily and distributed to all students on a pick-up basis.

Recruiters are handled similarly to job orders, and space is made available to them when they arrive. Such interviewing space, however, is extremely limited.

No Career Day is conducted at this campus at the present time, although the Director of Placement is considering setting up one in the spring.

3.3.2 Procedures for Students Seeking Services

Students seeking assistance are initially greeted by the receptionist who can provide rudimentary services. If the student has more than a routine question, he is referred to the appropriate faculty staff member for help. Students must initiate all requests for assistance.

3.3.3 Unique Features of the Placement Program

There were no unique features. At present, the Director of Placement must divide her time between counseling, as the Dean of Women, and placement. Most of the time devoted to placement activities is related to keeping up with the work and learning the job. It appeared to our interview team, in the week we were there, that enough Dean of Women-type crises occur so that there is very little time to devote to placement work. The situation is not likely to improve until a full-time Dean of Women can be found.

3.4 MEASURES OF EFFECTIVENESS

The Dean of Students is located next to the Placement Director's office and is her immediate supervisor. The Dean stated that no formal measures of effectiveness are presently extant and implied he was more interested in giving the placement director a free hand to see what she could come up with.

3.5 ATMOSPHERE AND ATTITUDES

It appears that the university tries to capitalize on its smallness and, therefore, ability to provide personal attention to students. The atmosphere is friendly, informal, and, in the offices we were in, almost parental. This seems to lend a leisurely air to everything, including registration (which was occurring while we were there), and which had none of the harried-type panic or confusion one is accustomed to seeing in larger universities.

This leisurely air continues into the placement area and it is this interviewer's conclusion that there is virtually no emphasis placed on placement activity. It seems almost as if the placement office was established as a place where recruiters and employers could be referred rather than to serve a real student need. Several employers spoken to stated that although they did recruit on campus and were assisted in this effort, they did not get the feeling that they were welcome on campus.

A medium-sized university located
in a South Central state.

CASE STUDY: A UNIVERSITY WITH PREDOMINANTLY BLACK STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

The university is governed by the Board of Trustees for the State University System. A separate set of administrative offices administer the system and the university is autonomously administered within the system by its own administration.

1.3.3 Academic Program

The school conducts two 18-week semesters and a nine-week summer session in the following areas:

1. Freshman Studies
2. Military Science
3. Agriculture and Technology
    - Agricultural Economics
    - Agricultural Education
    - Agronomy
    - Animal Husbandry
    - Horticulture
    - Poultry

   Home Economics
    - Child Development
    - Clothing, Textiles and Related Arts
    - Institutional Dietetics
    - Home Economics Education

   Vocational Arts
    - Industrial Arts--Nonteaching
    - Industrial Education--Teaching
4. Arts and Sciences
    - Art
    - Biology
    - Business and Economics
    - Chemistry
    - English, Speech and Drama
    - History and Political Science
    - Humanities and Philosophy
    - Mathematics and Physics
    - Modern Foreign Languages
    - Music
    - Sociology

5. Teacher Education
   Elementary and Secondary Education
   Health and Physical Education

1.3.4 Student Population

In 1969-70, the university saw its enrollment reach its apex of 3,463 students. Enrollment has declined since and is reported as being 2,016 students for the 1974-75 semester; 1,741 are black students and 275 are nonblack.

This enrollment breaks down as follows:

Class	Men	Women	Total
Freshman	421	442	863
Sophomore	199	274	473
Junior	132	137	269
Senior	163	195	358
Special	22	31	53
	937	1,079	2,016

2.0 THE PLACEMENT PROCESS

Most of the material in this section is taken directly from information supplied by the placement office. It serves as a good example of what the goals of a placement office should be, albeit difficult to follow through.

Career Counseling and Placement, located in the Old Library Building, is a centralized year-round service available to all students, alumni, faculty, and staff. It is the clearing house for job-hunting candidates and needful employers.

Career Counseling and Placement seeks to provide students and alumni with information, resources and counseling so that each may understand himself and the employment needs of society. This assistance should aid the person in the development of a sound repertoire from which a career pattern or areas of interest may be selected and self-realization gained.

Career Counseling and Placement seeks to develop and maintain communications among students, faculty, and administration, so that the needs and interest of all can be properly served.

The primary functions are as follows:

1. To offer career planning assistance and those personalized services which aid students in preparing for, and eventually obtaining, a desirable placement.
2. To provide candidates with position vacancies commensurate with his/her qualifications.
3. To serve as a cumulative depository for candidates'current and comprehensive record of academic preparations and professional experiences, confidential references, and extracurricular qualificactions and experiences.
4. To distribute copies of candidates' credentials to prospective employers.
5. To coordinate recruiting activities.

The principal programs and services provided at this university are listed below:

1. On-campus interviewing program
2. Career job listings program

   Year-round "clearing house" service featuring:
   - jobs in technical and nontechnical fields
   - jobs in business, government, education, and industry
   - jobs at all levels, beginning professional through executive
   - jobs from local, regional, national, and international employers
3. Part-time and summer employment programs (on- and off-campus)
4. Credential mailing service
5. Career reference library
6. Career planning

Supporting activities consist of the following:

1. Consult with business, education, industry, and government representatives
2. Make employer contacts for full-time jobs
3. Make employer contacts for part-time jobs
4. Make employer contacts for summer jobs
5. Post job notices around campus
6. Mail or telephone job notices to students and alumni
7. Conduct programs to encourage students to utilize placement services, i.e., personal notices, media aids, orientation
8. Collect, assemble, update, and forward student credential folder

9. Complete and return inquiries from companies regarding students

10. Visit company locations to secure career information and promote campus recruitment

11. Schedule and arrange recruitment dates and facilities

12. Schedule and prepare students for interviews with recruiters

13. Provide faculty with information gathered from recruiters

14. Provide recruiters with information gathered from faculty

15. Provide career counseling through individual contacts, groups, seminars, workshops, speakers, career days, etc.

16. Study trends in employment

17. Develop vocational libraries

18. Study college curricula to develop understanding of their relationship to the employment economy

19. Conduct on- and off-campus committee work

20. Administer summer internship program

21. Provide employment information through individual, in-office contacts

22. Complete periodic updating of employment openings

23. Provide employment counseling in relation to placement

24. Provide alumni placement counseling service

25. Canvas alumni for career, part-time, and summer job opportunities

26. Participate in employment career counseling projects in conjunction with other elements of the college community

27. Conduct research projects, such as graduate surveys, periodic statistical reports, annual reports and follow-up on graduates.

Periodically, employers want specific information from faculty or request meetings with departments to discuss respective curricula. Whenever possible, arrangements are made to bring the two parties together.

Student registration is on a voluntary basis. All students are encouraged to become registered with the placement office. Initial attempts are made during freshman year to acquaint students with the office.

Student credentials are made available to employers who scheduled interviews. Credentials are also mailed to employers upon request by students or with the student's permission. This service is primarily for employers who do not recruit on campus but accept referrals.

Any interested and qualified candidates may sign up for an appointment with a recruiter. The deadline for signing up for appointments is one day prior to the scheduled interview date. Walk-ins are put on stand-by.

Students and faculty are notified of schedule interviews through individual notices and announcements posted on various bulletin boards. Notices are mailed and posted at least two (2) weeks prior to scheduled interview. All interview schedules are coordinated and controlled in the placement office.

Seminars are held with seniors and/or other interested students regardless of major. These seminars are organized on the basis of need and/or request. They concern themselves with the manner in which the Career Counseling and Placement Programs and Services can assist students, the method of writing resumes and letters of application, the necessity of establishing a placement file, the use of College Placement Annuals, techniques for interviewing, and the importance of following through correspondence. Other general information concerning employment tests, applications, and the honoring of deadlines are emphasized.

Career counseling is the heart of the placement program and the area in which much emphasis is placed. It is done in conjunction with the Human Development and Educational Services Center to avoid overlap and duplication. An even greater effort has been put forth to further career counseling since the staff feels that this area is the foundation upon which a workable placement function is built. To this end, the staff has broadened its outreach programs by meetings and participating in more campus and community group activities. The aim is to inform, widen views and scope of thinking.

The Career Counseling and Placement Office maintains a career library which contains brochures of employing agencies and general career literature. The library, located in the lobby of the Old Library, is periodically updated with recent literature. It is hoped that in the near future more space will be allocated to expand the material section.

The Career Counseling and Placement Office assists students in their efforts to find part-time and summer employment.

3.0 PLACEMENT SERVICE AND UNIVERSITY INTERRELATIONSHIPS

3.1 ADMINISTRATION

A new chancellor was appointed in September 1974. At the time of the appointment, the university was upgraded in the overall State University System of higher education. Under the new chancellor's leadership, substantial plans are underway to create a new image for the university. Initial indications of these changes are already reflected in principal faculty changes.

3.2 FACULTY

The scheduling of our interviews at the university included extensive contact with the faculty. Prior to our arrival, all department heads were notified of our visit and each planned faculty interviews for us. On our second day on campus, the chancellor called a faculty assembly and during the announcements he again indicated that we were on campus and that he expected each of the faculty members to give us their full support.

The chancellor has recruited a number of new department heads and teachers to the university. The faculty is being carefully chosen and each new faculty member has credentials and experience in the field. The caliber of the faculty was impressive. This was particularly noticeable in the science, agriculture, business and vocational education departments.

The faculty expressed deep interest in the students and their desire to provide quality instruction. The faculty was interested in increasing the image of the university in the community. The faculty works closely with the placement office in helping students locate jobs. To a limited extent, the faculty attempts to track some of the graduates, but there is no formal process to achieve this task.

3.3 STUDENT OBSERVATIONS

Students were generally aware of the placement service. Most of the 1975 graduates had not planned their interview schedules. Most black students indicated that they expected help from the placement office and faculty to locate jobs. Most white students did not appear to be expecting help from the university in finding a job.

Several white students did not plan to have the placement office schedule interviews for them. The overall opinion of the students toward the placement service was positive, although they felt that the placement office needed additional resources if they were to do the job needed.

3.4 EMPLOYERS

Employers believe that the placement office at this university is performing adequately. They praised the work of the placement office and the support they receive from the placement office when recruiting on the university campus. The employers indicated that placement activity at this school rated higher than several other black and white schools at which they normally recruit.

The success of the employers in finding students is mixed. Most employers indicated that they could not find enough students to interview, that the science classes were not producing enough students. This may change in the near future due to the upgrading of the school which is in process and discussed in previous sections.

3.5 UNIQUE FEATURES

A unique feature at this university is the vocational education program. This program (a two-year certification program) includes extensive field experience and most graduates are well along toward a job before graduation. Enrollment in the vocational education program is increasing. Many new registrants are unemployed individuals seeking new work skills. The Vocational Education School cooperates with the placement office, but, for the most part, they usually place their graduating students.

4.0 RECOMMENDATIONS

Although this university has a well thought out placement program, it was obvious to the interviewing team that they are in need of major assistance if they are to help students gain a realistic view of the world of work and aid them in getting a job. Due to the more difficult task of placing black students, an ambitious and aggressive placement program is necessary. Financial and technical assistance would assist them in being prepared for this situation. It is our opinion that the placement staff would greatly benefit from additional training on modern placement procedures.

The following are a few recommendations that might be beneficial to a smoother running operation of the placement function at this school.

- A formal system for tracking graduate students.
- A closer coordination of placement and counseling functions and a joint sponsoring of career programs.
- Placement activities should have additional space and private interview rooms are needed for use by employers.
- Career programs should be offered to students in their freshman and sophomore year to make them aware of career opportunities and the kind of jobs that will be available upon graduation.
- A detailed public relations program be developed to attract more employers to the campus.
- A series of seminars should be developed for student and faculty to expose them to career opportunities in various fields.

A large university located
in a mideastern state.

CASE STUDY: A UNIVERSITY WITH PREDOMINANTLY WHITE STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

The university is privately endowed and is governed by a self-perpetuating Board of Trustees of which the president of the university is an ex-officio member. The members of the board are named for a period of three years and are divided into three classes. The members of one class are elected at each annual meeting to fill the places of the members whose terms of office expire. Two members of each class are nominated by the Alumni Association. The offices of the administration are structured under the following divisional vice presidents and administrative offices:

- Provost and Vice President for Academic Affairs
- Vice President for Development
- Vice President for Medical Affairs
- Vice President for Policy Studies and Special Projects
- Vice President for Student Affairs

The Placement Office reports to the office of the Vice President for Student Affairs.

1.3.3 Academic Program

The university grants both undergarduate and graduate degrees through various academic programs offered by its twelve colleges, schools, and divisions. These include:

- Columbian College of Arts and Sciences
- Graduate School of Arts and Sciences
- School of Medicine and Health Sciences
- National Law Center
- School of Engineering and Applied Sciences
- School of Government and Business Administration
- School of Public and International Affairs
- College of General Studies
- Division of University Students
- Division of Experimental Programs

1.4 STUDENT POPULATION

As of September 1974 there were a total of 15,640 students enrolled in the various programs offered at the university. Forty-nine percent of this total were classified as graduate and first professional degree candidates. There were 7672 (49%) full-time students and 7968 (51%) part-time students. The ratio of men to women is 1:1.6.

Of the 5,155 undergraduate students, 2853 are men (55%) and 2302 are women (45%). While all states (except Alaska) including the District of Columbia, Guam, Puerto Rico, the Virgin Islands and 81 foreign countries are represented in the undergraduate student body, 4077 (79%) come from the following states with 100 or more students represented in 1974:

State	Number of Students
New York	773
New Jersey	585
Maryland	718
District of Columbia	679
Virginia	660
Pennsylvania	351
Massachusetts	130
Connecticut	181

The breakdown of 3404 (classified) undergraduate students in 1974 by class was as follows:

Class	Full-Time	Part-Time	Totals
Freshman	676	125	801
Sophomore	701	107	808
Junior	954	224	1,178
Senior	335	282	617
	2,666	738	3,404

2.0 PLACEMENT PROCESS

The placement process at the university includes a variety of formal and informal mechanisms. The formal programs include:

- The Student and Alumni Career Services Office
- The Counseling Center
- The School of Engineering Cooperative Education Program
- Law School Placement
- Accounting Department Intern Program

Other departmental programs which are conducted on an informal basis by individual faculty members are also present at the university. The details of these programs are discussed in the following sections.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The Student and Alumni Career Services Office (SACSO) at the university is administered through the office of the Vice President for Student Affairs.

The Director of the Career Services has held her position for fifteen years and currently operates with a staff of five full-time professionals, including herself, and two part-time student workers. The full-time professionals include:

1 Director
1 Assistant director
1 Counselor
1 Secretary
1 Clerical worker

3.2 FACILITIES

The Career Services Office occupies the entire second floor of a building which is centrally located in relation to the other university buildings, but is approximately one block from the hub of student activity.

Facilities of the office include:

- Reception room
- Director's office
- Assistant director's office
- Clerical office
- Counselor's office
- Library
- Four interview rooms

3.3 SCOPE OF SERVICES

The Student and Alumni Career Services Office provides assistance to degree-seeking students at all levels and to alumni who are seeking full-time, part-time, temporary or permanent employment.

The basic services offered by the office include:

- Job placement assistance
- Job placement counseling
- Career counseling

Related to these activities, the office provides information on employment trends, areas of employment, testing and examination schedules, preparation for job interviews, resume writing, and other procedures for successful job application. In addition, the office identifies specific career openings, conducts an on-campus program for business, industry, government, and educational employers to recruit students and alumni. Credential files are maintained for Education majors who initiate the process and referrals and placement services are provided for students participating in the on-campus Work-Study Program. The details of each of these activities are discussed in the following paragraphs.

3.3.1 Job Placement Assistance

Job placement assistance by the Career Services Office occurs on a variety of levels, but the first thing a student must do in order to utilize the services is to make an appointment with one of the members of the professional staff and register with the office. During the initial meeting, the student is introduced to the placement resources and facilities and informed of the policies and procedures for use of the office. After the first meeting, the student is at liberty to use the office any way he wishes.

a) Part-Time and Summer Jobs

Every effort is made by the Career Services Office to identify employment opportunities in fields such as public affairs, research, business, federal, state and local government.

New jobs are received and posted daily and, where applicable, a copy of the position is sent to particular departments for posting. Due to competition for known job vacancies, students are counselled on organizing an independent job search.

Seminars are held regularly on part-time and summer employment topics. A library of summer and part-time job information is also maintained for the students' use.

b) On-Campus Recruitment Program

The Career Services Office administers the on-campus recruitment program in which a variety of business, government and educational organizations visit to recruit graduates.

Monthly calendars are published and distributed explaining who is coming, what they are offering, and what they are looking for by way of academic preparation and career orientation.

This program is used mostly by graduating seniors, but advanced degree candidates are encouraged to participate. The recruiters, who are frequently alumni, will express an interest in getting to know the faculty. Faculty members are encouraged to meet with these representatives when they are on campus.

3.3.2 Career Counseling

The career counselors encourage the students' early exploration of career objectives and academic options. Counseling is available to both students and alumni on an individual basis.

In addition to individual counseling, the Career Services Office schedules a series of programs representing the total aspect of career planning, from decision-making skills to resume and interview preparation. These programs are scheduled at various times of the day and in various locations to enable all students and alumni who desire, to participate.

The Career Library is a valuable resource provided for the career information seeker. Included is information on corporations, government agencies, directories of public and private organizations, such as Washington III; U. S. Government Organization Manual, and other career guidance materials. The College Placement Annual, which lists hundreds of employers by geographical location and field of employment, is given to each graduating student upon request.

Students interested in pursuing a career in teaching and education administration, or who are applying for graduate professional study, may establish a credentials file.

At the request of the student or the school, the school will be sent copies of the complete file which includes transcripts, letters of reference and data sheets. A small fee of $5.00 is charged to cover the cost of up to 20 mail-outs of student credentials.

There is also a service to those writing letters of reference. One letter can be used many times and the writer is not asked over and over again for a reference.

3.4 PROGRAM MANAGEMENT

3.4.1 Marketing and Public Relations

Most of the marketing and public relations activities initiated by the placement office are focused on getting students and faculty to be aware of the activities of the office. Employers, for the most part, initiate their own recruiting efforts, as opposed to the placement office actively recruiting them to the campus. However, mass mailings have been made to about 300-400 employers soliciting "summer" job vacancies for students.

Activities involving marketing to students have included preparation of brochures, bookmarks, guide to services, monthly recruiting schedules. announcements in the school newspaper and other campus publications. Information is disseminated through the placement office, in campus dormitories, department bulletin boards, and through faculty announcements.

A program has recently been initiated to get faculty members more involved in the placement office efforts. This is a series of open house meetings where the placement staff personally invite a small group of faculty members for tea and cookies and to discuss the activities of the placement office.

3.4.2 Records, Follow-up Reports and Control

The placement office maintains student credential files and attempts to keep track of the number of students who use the office and obtain jobs through using the office resources; however, the office does maintain an "open" policy in terms of utilization of placement facilities, making it somewhat difficult, after the initial registration of a student, to know exactly how many times he might return to use the office. Records are kept, however, on the number of students who register with the office and are seen by a staff member for the initial counseling appointment.

It was estimated that the 800 students counseled by the placement staff (including a small number of repeaters) about 50% were graduating seniors or full-time students while the other 50% included alumni and military retirees setting appointments with recruiters or for assistance in defining a new career.

Personal follow-up reports are sent by the Placement Director to students she has counseled and to some employers in the form of a questionnaire card; about 40-50% are returned. Of 3,646 students registered in the 1973-1974 academic year, about 934 reported being hired in various types of full-time and part-time jobs.

This follow-up, however, is not always conducted by all the placement counselors but faculty members who also conduct placement follow-up for the graduates are asked to share their information.

Controls are not an integral component of the placement office administration. The Vice President of Student Affairs does not require any mechanized procedure for feedback, other than what is currently being generated by the office.

3.4.3 Budget

The total budget for the placement office is $65,683, including staff benefits of 12 hours per week free tuition for each employee. The amount allocated for the operating budget is $4,525 with a $500.00 "cushion" available if requested by the placement director.

4.0 OTHER PLACEMENT AND COUNSELING SERVICES

Other formal placement and counseling activities occuring on the university campus include:

- Counseling Center
- School of Engineering - Cooperative Education Program
- Law School Placement
- Accounting Department Intern Program

In addition, a number of faculty members were personally involved, on an informal basis, in either counseling or helping to place their students in jobs. Selected interviews were conducted with such individuals in:

- School of Business
- Economics Department
- Journalism Department

4.1 COUNSELING CENTER

The Counseling Center offers services designed to assist students in the diagnosis and treatment of academic, personal and social problems. The Center also offers vocational counseling and programmed instruction, and refers individuals to qualified agencies for assistance with problems not handled by the Center. Behavior therapy, individual and group psychotherapy, and individual and group counseling are also available.

The Center also provides special assessments, including diagnostic measures prescribed by the School of Engineering and Applied Science, admissions test for the university and for other selected educational institutions, and some selected assessments for business and industry.

Students who are currently registered as degree candidates in the university are entitled to one interview without charge. If the student decides to continue to use the services offered, a minimum flat fee of $30 is charged for short-term treatment. Fees for the testing and long-term treatment depend upon the services involved.

4.2 COOPERATIVE EDUCATION PROGRAM - SCHOOL OF ENGINEERING

The School of Engineering and Applied Science offers a program of Cooperative Education for undergraduate students enrolled in one of its four-year engineering programs.

An engineering Co-op student spends part of his undergraduate summers and two full semesters after his sophomore year with the government or industry as a paid engineering assistant. Through the interaction of both study and work experiences, the student enhances his academic knowledge, his personal development, and his professional preparation. Work assignments are made by the Co-op office on the basis of the student's stated preferences, his academic performance, and interviews with prospective employers.

About one half of the Co-op students are placed with employers who grant tuition assistance. If such assistance is received from a government employer, the Co-op student must agree to serve as a government civilian employee after graduation for a period equal to the period for which tuition assistance was granted.

About half of the Cooperative Education graduates establish such mutually beneficial relationships with their employers that they remain in permanent employment after graduation, with a substantial head start on their careers. However, neither the student nor the employer is obligated for permanent employment after graduation.

4.3 LAW SCHOOL PLACEMENT OFFICE

4.3.1 Scope of Service

The Law School Placement Office interviews and counsels Law Center students enrolled at the university. The office maintains a comprehensive resource register to meet hiring needs of graduating seniors or L.L.M. candidates seeking permanent positions as well as law students desiring part-time, full-time, or summer jobs, and experienced attorneys seeking to relocate.

The services include:

1. Confidential resumes furnished to employers on request.
2. A continuing program of on-campus interviews.
3. General bulletin board listings of available law jobs.

4. A listing of potential opportunities mailed monthly to individual students and alumni.

5. A clearing house for salary and other placement information.

On-campus interviews for June graduates and second-year students are usually conducted in the fall months from mid-September through mid-December.

4.3.2 Administration of the Office

The law placement office is administered by one full-time placement director. Her staff includes one full-time secretary and one part-time student worker hired during the recruiting season.

4.3.3 Records and Information Provided to Students

Each student enrolled at the Law Center is asked to register with the placement office in the fall of each year. The student fills out a registration card.

Information is provided to the students on the placement office program, including the recruiting schedule for the coming year.

Detailed information packets are provided to students on resume writing and personal job placement counseling is provided by the placement director upon request.

4.3.4 Marketing and Public Relations

The Law Placement Office has a mass mailing campaign which starts in April and is continued through June each year. Letters requesting firms to interview on campus are sent to all law firms in the country that are large enough to interview students for a number of positions.

As the firms begin sending back responses, the placement office sets up a recruiting calendar scheduling 6-7 firms per day. About 250 resumes are sent to each firm to pre-screen students before the interview period. Students may sign up to see a particular firm even if they have been eliminated in the pre-screening process.

A placement brochure is sent to each employer. This publication provides all the particulars about the law school, the students, and the hotel facilities available in the area to accommodate recruiters.

Federal agencies are called on a regular basis by the placement director to line up jobs for February graduates and to determine what positions will be available for May graduates. Any contacts that look promising are given over to the students to pursue. The results of the telephone survey of Federal agencies are published and made available for the students to review.

The Law Center has formalized a clerkship program in an effort to get individuals recommended to judgeships. An effort is made to invite clerks and judges, especially alumni, to an annual meeting to meet students and to encourage personal relationships between the students and professionals.

4.4 ACCOUNTING DEPARTMENT - INTERN PROGRAM

The Chairman of the Accounting Department is responsible for conducting an accounting intern program for qualified majors.

The students participate in the fall and spring semesters of their senior year for a period of 5-6 weeks. Students must qualify on the basis of their overall GPA and their GPA in accounting and must take about 10-12 qualifying courses.

Currently, there are about 30 students in the program and most all come back to school with offers for permanent full-time employment upon graduation.

Students are required to write a lengthy report on their intern experience and the firms are required to also write a report. Students are on a fixed pay rate during their internship.

The chairman of the department is also very active as President of the National Association for Certified Public Accountants, thus he has developed a lot of informal personal contacts which are passed on to students, when appropriate.

An effort is made to coordinate with the university placement office whenever there is an opportunity to make accounting contacts.

4.5 SCHOOL OF BUSINESS

Interviews with professors in the School of Business revealed some activity is occurring on an informal basis between certain faculty members and students in their major area.

For example, one professor in the Department of International Business is extremely active in that regard; he has been with the university since 1964 and has extensive outside consulting activities which provide potential job resources for his students. He personally keeps track of about 700 students who have passed through his program at the university and he sends out a questionnaire to these people every two years requesting that they update information on their whereabouts and employment. Newly graduating students are referred to these individuals when appropriate. This professor maintains a file of resumes for those students seeking employment and as alumni or others in the profession make contact with him, he refers students to them for possible employment opportunity.

In the past, when there was a specific international business major working in the placement office, he would make very frequent contact with that office, however, job placement and counseling efforts are not coordinated through university placement.

4.6 ECONOMICS DEPARTMENT

The faculty in the Economics Department is very active in its own consulting activity and as a result is able to provide students with a number of employer contacts. Members of the faculty informally maintain a card system cataloging any job vacancies in economics of which they become aware. These jobs are also displayed on the bulletin board.

Contact is made with the university placement office, if necessary, but, for the most part, the faculty is self-sufficient in helping students to find jobs, if requested.

4.7 JOURNALISM DEPARTMENT

Members of the faculty in the Journalism Department are informally involved in job counseling and placement of their students. Information on part-time and full-time jobs is actively solicited from alumni and others.

Many of the part-time teachers of the university are full-time professionals at local newspapers, etc., thus, they become aware of positions available and pass them along to students. Faculty are members of professional organizations and the local press corps.

Each year a letter is sent to alumni and other professionals working in the various areas of the media and with newsbureaus. This keeps them aware of what the school is doing and shows an interest in maintaining contact.

The department also conducts an internship program for top seniors. It operates informally, based on personal contacts as described above. For example, NBC agrees to hire so many students per week at a specified pay level.

The students are required to prepare a report and one is also prepared by a student's immediate supervisor. Approximately 12 individuals are now participating in the program.

An effort is made by the faculty to get students involved in professional societies such as the campus chapter for the Society of Professional Journalists. This has proved very helpful to students in getting jobs. Of the juniors and seniors who are eligible, about fifty percent belong to these societies. The faculty believes this provides a good opportunity for students to mix with professionals. Articles published by the organization include such topics as "Hard Dues in Hard Times," "Plain Talk About Hiring," and "Resume Preparation."

Newsletters are sent out to all alumni on a semi-annual basis and the faculty obtains feedback from graduates on an informal basis. Students talk with the faculty on a regular basis about preparing resumes and how to qualify for jobs.

5.0 ULTRASYSTEMS' EVALUATION

5.1 BACKGROUND

At the time of the study, the director of the placement office was in the process of retiring after fifteen years in that position. It was expected that her co-director would assume the responsibilities for the office, but his had not yet been decided by the administration.

5.2 REPORTING STRUCTURE

The placement office reports to the Office of the Vice President for Student Affairs. This reporting structure appeared to be a negligible factor in the operation of the office. There seemed to be neither a lack of support nor an expression of support. Perhaps this could be attributed to the fact that the placement director had been there for such a long period of time.

5.3 PROGRAMS

5.3.1 Career and Job Placement Counseling

The career counseling program appears to be well-rounded in scope. It includes personal counseling, career classes, joint programs with special groups on campus, and maintaining a career library. The staff includes three professionals qualified to provide career counseling to students and assistance is also provided to students in resume preparation.

5.3.2 Job Placement

The office maintains an "open policy" with regard to job placement. After a student has registered with the placement office, and has had his initial interview with a member of the placement staff, he is allowed to use any of the available resources in the office, whether it be for career planning, purusing job binders or interviewing with recruiters.

The job binders include summer, part-time, temporary and full-time positions. Some positions are not fully identified because the employer has asked that the placement office pre-screen applicants for the position, in which case a note in the binder refers the student to a member of the placement staff.

It is, however, difficult to assess the effectiveness of these programs without more specific follow-up data on the types of jobs students are getting. Are they taking jobs in areas where vacancies just happen to exist, or are they pursuing jobs in their desired career area?

The major criticism of this program would have to be in the area of not encouraging enough employers to come to campus. It appears that too much reliance is placed on the initiative of the employers. Jobs that are listed in the job binders are more available primarily through the initiative of the employers. Likewise, recruiters visit the campus on their own initiative.

There are no records available which provide any real indication of the kinds of jobs the students are getting or what salary levels they are being hired at.

These problems seem part and parcel of the administration's attitude towards placement. Namely, there is no money available for the activity of record-keeping nor is there any identifiable need to pursue that task.

Generally, the placement office has a well-rounded program and appears to do a fairly good job, given the apparent lack of support from the administration and faculty.

Because this is an urban university in the heart of the city and it does provide part-time alternatives, many of the students already are employed and the school, for the most part, operates as a commuter school.

In this situation, student services such as the placement office lose some control in terms of reaching all the students. Likewise, the faculty is very active and, for the most part, involved in outside activities. This also presents a problem in terms of generating an interest in areas such as placement.

5.4 ADMINISTRATION AND FACULTY SUPPORT

In general, administration and faculty support for the activities of the placement office seemed weak. The budget allocations are very low with respect to the number of students enrolled. This may be due to the fact that administration officials are heavily oriented toward the academic side of education and view placement as a perfunctory operation.

Faculty members who are interested in placement are actively pursuing their own informal programs of counseling and job placement assistance, while the more academically oriented faculty members are not that interested.

A large university located
in a mideastern state.

CASE STUDY: A UNIVERSITY WITH PREDOMINANTLY BLACK STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

The university is governed by a Board of Trustees who elects the university president. The president's staff is organized under the following vice presidents:

- Vice President for Health Affairs
- Vice President for Student Affairs
- Vice President for Development and University Relations
- Vice President for Business and Fiscal Affairs
- Vice President for Administration
- Vice President for Academic Affairs

The placement office reports to the Vice President for Student Affairs.

1.3.3 Academic Program

Fifteen schools and colleges offer curricula leading to 45 degrees, including the doctorate in 11 fields of graduate study. An undergraduate, upon entering, can choose from at least 48 major programs. While maintaining a strong liberal arts program, the university is striving to expand training opportunities for minority students in critical professional fields and at the graduate level in the arts and sciences.

The schools and colleges in the undergraduate division include:

- School of Liberal Arts
- College of Fine Arts
- College of Allied Health Sciences
- College of Pharmacy and Pharmacol Sciences
- School of Business and Public Administration
- School of Communication
- School of Education

- School of Engineering
- School of Human Ecology
- College of Nursing

Graduate and Professional Divisions include:

- Graduate School
- College of Dentistry
- College of Medicine
- School of Law
- School of Religion
- School of Social Work

2.0 THE PLACEMENT PROCESS

The placement process includes one university-wide Office of Placement and Career Planning, as well as formal and informal placement and counseling activities in the various academic departments. The formal departmental placement programs are found in the schools and colleges of:

- Business and Public Administration
- Communications
- Engineering
- Education
- Human Ecology
- Liberal Arts (Counseling)
- Pharmacy
- Law

Additionally, informal activities by individual faculty members were occurring in:

- Architecture and City Planning
- Fine Arts
- Liberal Arts

The details of these activities are discussed in the following sections.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION

The Office of Career Planning and Placement (OCPP) at the university is administered through the Office of the Vice President for Student Affairs.

The Director of OCPP operates with a staff of four professionals, including himself, two secretaries and two student workers. The four professionals include:

1 Director
1 Associate Director/Counselor
1 Assistant Director
1 Counselor

3.2 FACILITIES

The OCPP occupies an area on the second floor of the university administration building. The facility available to OCPP includes:

- Shared reception and secretarial area
- Director's office
- Assistant Director's office
- Associate Director and Counselor's office
- Display and bulletin area in hallway

3.3 SCOPE OF SERVICES

The Office of Career Planning and Placement has stated five immediate goals:

1) To provide underclassmen with information concerning the expanding career opportunities now available and urge them toward early career exploration.

2) To arrange interviews for graduating seniors with the more than 400 recruiters who come on campus each year.

3) To aid in the counseling of graduating seniors who do not seek employment immediately after graduation but who wish to go on to graduate and professional schools.

4) To assist alumni by providing information concerning the many job vacancy notices which are filed with the Placement Office and by making referrals in line with their training and experience.

5) To provide an opportunity and a continued service for all students to gain information and experience pertaining to vocational objectives; to provide experience in the procedures of applying for and accepting employment as a part of the student's total education.

Implementation of these goals is met by the Placement Office through the basic programs of

- Job Placement, and
- Career and Job Placement Counseling

These basic services are complemented with continuing "motivational programs" such as an "Annual Careers Exploration Day," and an "Annual Graduate and Professional School Program." The nature and extent of these programs is discussed in the following sections.

3.3.1 Job Placement

Job placement activities undertaken by OCPP occupies about one-third of the clerical staff time spent in day-to-day operations and even less of the professional staff's time. According to the director, the placement function is the logical result of the office's career planning program which is discussed in the next section (3.3.2). It was estimated that between 500-600 students avail themselves of the "placement service" annually. Important components of this placement function include:

- Informing students on the policies, procedures, and use of the placement office.
- Establishing and maintaining student placement files.
- Maintaining an active on-campus recruitment program for business and industry.

- Maintaining an active on-campus recruitment program for Educational Placement.

a) Informing Students on Policies, Procedures and Use of OCPP

In order to provide the best possible service to both the students and the recruiter in providing job placement opportunities, the placement office has established a set of "Policies and Procedures" on the use of the office.

b) Maintaining Student Placement Files

There are two basic types of files maintained for graduating seniors and alumni in the placement office. These include:

1) Cumulative Record/Employment forms for non-education majors.

2) Credential Pocket for Education majors.

The Cumulative Record/Employment Form must be on file in the Placement Office for every senior, graduating student, or alumnus who wishes to interview with on-campus recruiters or receive career or job placement counseling from OCPP.

The credential packet for education majors also contains the Cumulative Record/Employment Form, as well as two Faculty Appraisal Forms and an Evaluation of Student Teaching Performance.

These forms are presented to the student in the "Placement Manual" and "Educational Placement Manual" published each semester for the OCPP. This manual was printed to serve as a guide for students in education — providing information on placement procedures and policies, interviewing techniques, written communications and office services. It also carries the regular on-campus recruitment schedule. This manual is distributed to students in education and to key faculty in the School of Education.

c) Recruiting Program for Business and Industry

The recruiting seasons at the university occur between October and December in the fall and between February and May in the spring. Each year the university attracts about 450 recruiters from business and industry to interview prospective employees.

d) Recruiting Program for Educational Placement

During the 1973-74 academic year, a total of thirty-two representatives from educational and related institutions were scheduled to recruit on campus. Of that number, about 27 actually conducted on-campus interviews. The placement office was unable to accommodate more organizations because of space limitations.

3.3.2 Career and Job Placement Counseling

The students may receive career and job placement counseling from any of the four members of the OCPP professional staff on an individual basis. In addition, each senior is provided with either or both the "Placement Manual" and the "Educational Manual" which presents information on:

- Policies and use of the placement office
- Letters of introduction and written communication with prospective employers
- Resume preparation
- Negative factors recognized by employers
- How to blow a job interview
- Frequently asked questions
- Recruiting schedules
- Educational placement
- Suggestions for interviews
- Credential files

3.3.3 Motivational Programs

The OCPP offers continuing programs which it refers to as "Motivational Programs." This category includes the "Annual Careers Exploration Day" and the "Annual Graduate and Professional Schools Program." These programs are designed to expose the students to career opportunities generally unfamiliar to them. The programs are strictly "voluntary."

During the 1973-74 school year, the Career Exploration Day was attended by almost 900 students who were exposed to almost 100 companies who send approximately 180 representatives to discuss career opportunities.

The Graduate and Professional Schools Program was attended by more than 490 students at the sophomore level and above. These students were exposed to 52 colleges and universities who were represented by 76 individuals, ranging from Director of Admissions to deans of various academic departments.

OCPP also holds an annual series of interview workshops at four different locations on campus which are designed to reach all prospective graduates. About 70 students took advantage of the program last year.

In all, more than 500 students registered and had their choice of on-campus interviews from 450 prospective employers as a result of OCPP's "Motivational Programs."

3.4 PROGRAM MANAGEMENT

3.4.1 Marketing and Public Relations

Most of the marketing and public relations activity of the placement staff is done as a part of the career counseling and career day programs where business, industry and agencies are invited to campus to participate.

3.4.2 Records, Follow-Up Reports, and Controls

The Director of Placement has developed a strong system of record-keeping and follow-up reports. Student credential files are maintained for Education and non-Education majors. The Cumulative Record/Employment Form must be on file in the placement office for every senior, graduating student or alumnus who wants to interview with recruiters or receive career counseling from OCPP.

Each year a follow-up questionnaire is given to graduating seniors when they go through the check-out procedure prior to graduation. The results of this survey are incorporated into the annual report.

The contents of the annual report include the following:

- Summary of the activities of the office
- Major annual programs

- On-campus recruitment summary
- Educational placement
- Where are they going?
- Salary survey
- Staff

This report is used by the Vice President for Student Affairs to evaluate the progress of programs being undertaken by the placement office.

3.4.3 Budget

The annual budget of the placement office is $100,000 which includes salaries and operating expenses of $3,668.00. The operating expenses are allocated as follows:

$2,980.00	supplies and other expenses
688.00	wages
$3,668.00	total operating expenses

This budget is the same as it was in 1967, except for a $100.00 increase provided every three years.

4.0 OTHER CAMPUS PLACEMENT AND CAREER COUNSELING SERVICES

In addition to the Office of Career Planning and Placement, there are several other departments on campus which formally participate in the activities of job placement and career counseling. Some of these include:

4.1 The University Counseling Service

4.2 Cooperative Education - School of Engineering

4.3 Law School Placement

4.4 Placement Office - School of Business

4.5 Intern Program - School of Architecture and Library Planning

The services provided by each of these offices and their association with the university placement office is discussed in more detail in the following paragraphs.

4.1 UNIVERSITY COUNSELING SERVICE

The University Counseling Service (UCS) is available to all students. UCS provides three basic types of counseling:

- Educational Counseling
- Career Counseling
- Personal Counseling

Educational Counseling provides help in education problems and in learning to study more effectively.

Career Counseling provides help to students in selecting a major field of study and in planning a career. Through discussions with a counselor, interest and aptitude testing and other activities, students learn more about themselves and how to relate their vocational choice to their particular pattern of abilities and interests. UCS maintains a vocational library which provides information about job qualifications, preparatory training and career opportunities.

Personal Counseling by UCS provides help in handling emotional difficulties, improving personal relations, and dealing with problems of college life. Personal Counseling is geared toward increasing self-understanding, self-responsibility, and personal growth.

The kinds of tests administered by UCS include interest inventories, ability and achievement tests, and personality questionnaires.

Depending on the type of counseling desired by a student, he may also become involved in the activities of the various groups formulated by UCS and students with common interests. These groups include:

- Personal Growth Groups
- Career Choice Groups
- Cross Cultural Concern Groups
- Couples Groups
- Other Groups (upon demand)

In addition, UCS offers the Student Special Services (SSS) Program which is a federally funded service for students who need academic reinforcement. The two general functions of SSS are to help students "who, by reason of deprived educational, cultural, or economic background or physical handicap" need services to complete college and to pursue their graduate or professional education. Services offered by SSS range from counseling, tutoring, study skills courses, career guidance, to admissions and financial aid information.

Other services provided by the University Counseling Service, in addition to those described above, include:

- Administering various national testing programs in conjunction with the Educational Testing Service and the American College Testing Program.

- Being responsible for numerous group institutional testing programs at the university.

- Providing practicum training for graduate students in Education and Psychology, as well as for paraprofessionals from community organizations.

- Running special, one-day workshops on innovative counseling approaches such as Living Theatre, Art and Movement.

- Offering consultation and service to campus agencies wishing staff development training, special programs, or research assistance.
- Providing professional backup and training student volunteers for the university HOT LINE.

4.2 COOPERATIVE EDUCATION - SCHOOL OF ENGINEERING

4.2.1 Background

The Cooperative Education Program offered in the School of Engineering began in 1967 as a mixture of academic studies and practical work assignments in industrial firms and government agencies. Since its inception, approximately 320 engineering students, or an average of 40 students per year, have participated in the program.

4.2.2 Eligibility and Placement

The program is available to all engineering students on a voluntary basis who satisfy the minimum established requirements of a 2.0 grade point average and are free of any disciplinary sanctions.

Students must be registered in a curriculum in the School of Engineering (Chemical, Civil, Electrical or Mechanical Engineering or a related curriculum such as Mathematics or Chemistry) and must pay an assessed fee of $180.00 during the period in which they work.

Students enrolled in the program must complete their academic and work experience over a period of five years. Upon completion of the three periods of work on the program, a student becomes eligible for three hours of academic credit. The student's respective department in the School of Engineering is responsible for approving this credit subsequent to the submission of a work report by the student.

Several factors are considered in the placement of students in their training assignments. These factors include the student's field of study (Electrical, Civil, Mechanical, Chemical Engineering) the geographic preference, transportation and housing availability, and specific areas of concentration in the engineering fields. The highest priority is given to an assessment of the commitment and capability of a firm or agency to provide the opportunity for a technically relevant experience for the student.

Placements are normally available in a variety of specialities including facilities planning, project engineering, engineering design, field engineering, engineering testing, etc.

Positions are available in firms and agencies in almost every geographic area of the county and placements normally include firms involved in nuclear research, utilities, aerospace, communication, transportation, and energy development.

4.2.3 Administration

The program is administered by one director and one administrative aide under a special budget of approximately $30,000 for Cooperative Education. This includes both salaries and operating expenses. Consideration is now being given to a program where the Director of the Engineering Co-op would become the coordinator for Cooperative Education on the overall university level.

At the present time, there are approximately 110 students participating in the program out of a total of 450 enrolled in the School of Engineering. About 50% are electrical engineering students and the other 50% are in mechanical, civil, and chemical engineering programs.

It was estimated that approximately 50 percent of the students enrolled in the Co-op program remain with the companies they have had co-op with, when the economy is strong. At the present time, the down-turn in the economy has had an adverse effect on the percentage of students remaining with the company after graduation.

Most of the companies participating in the Co-op program have offices within a 200-mile radius of the university campus.

In order for the student to receive an academic rating for the work undertaken in the Co-op program, both the employer and the student must fill out reports. The student faculty advisor then evaluates the reports and makes a decision on the student's performance for a course grade.

The Co-op director maintains frequent contact with the university placement office in providing referrals of both students and employers. The Co-op program is primarily concerned with the student's placement during the undergraduate years while the placement office is concerned with postgraduate employment.

4.3 LAW SCHOOL PLACEMENT

The university's School of Law has organized the "Law School Placement Committee" which consists of two faculty members and two students who are elected each year. The Committee is responsible for the formulation of the policies and rules which have been established as guidelines. The secretary for the Committee is responsible for coordinating the interviewing schedule and the administration of the policies and rules and the preparation of all necessary materials.

Some of the materials presented to seniors in law school include:

- Student information - How to get a job in the legal profession
- List of attorneys general of the States and other jurisdictions
- Roster of black judges in the United States
- Information on the multistate bar examination
- Addresses of Committees and Boards of Law Examinars in all states.

The topics covered in the student information bulletin "How to get a job in the Legal Profession" include:

1) General information on the Job Market and Resources of the Placement Office
2) Rules for participation in the Placement Office activities
3) Resume preparation
4) Interviewing tips
5) Additional suggestions for follow-up
6) Discussion on the range of opportunities in the legal profession
7) Salary discussion
8) Law school placement committee

The majority of law firms recruit on campus only during the period beginning in mid-September through early December. Some Federal agencies also confine their recruiting activities to this period, even though the jobs may not be available until the beginning of the new fiscal year. Corporations that employ in-house counsel, local government agencies, and other legal-oriented agencies may sometimes recruit during the spring semester which begins in January. Recruiting ends in mid-March.

Efforts are made to obtain listings of part-time employment for students who seek it. These positions are posted on the placement service bulletin board as they are received.

Full descriptions of all firms and agencies participating in the recruiting program are kept on file in the placement service office. Students are urged to read these materials prior to their individual interviews with the recruiters.

In addition to the firms that already recruit at the Law School, a conscious effort is made to contact major law firms throughout the country which have not recruited at the university before.

The Law School Placement Service has also proposed an "Adoption Plan" to involve alumni in the placement process for Law School graduates. Under this plan, the placement service asks that students participate in a program where their resumes are sent to alumni in their home areas. The alumnus who chooses to participate is sent three student resumes of which he is to pick one and pass the other two along to associates who will then concentrate on finding a position for the student whose resume they hold.

The placement service distributes a monthly calendar of scheduled recruitment interviews about two weeks prior to the first of the month. The visiting organizations are described briefly in the calendar. If the student is interested in a firm after reading the synopsis, he is encouraged to read the more detailed company profile which is posted on the placement service bulletin board.

The placement office maintains annual reports, brochures, and/or applications on file which have been provided by the various companies. The services provided by the placement office are primarily for senior students, although some companies do express a desire to interview second-year students for part-time legal positions. An extensive library is maintained on corporations and agencies who hire law school graduates. The students may review the material at their leisure.

Each student participating in the program is responsible for the upkeep of his or her own file folder which is kept in the placement office. The students are encouraged to keep at least 25 copies of their resume in the placement files. The law school placement service does not maintain frequent contact with the university placement service, although students requiring part-time, non-legal jobs are referred to the university placement office.

4.4 PLACEMENT OFFICE - SCHOOL OF BUSINESS

The School of Business has a Placement Officer who devotes 50 percent of his time to placement. He serves as a liaison between the School of Business and University Placement. Any employer contacts made by the faculty are directed to his office.

The department also conducts a cooperative education program which is coordinated through the Placement Officer.

4.5 INTERN PROGRAM - SCHOOL OF ARCHITECTURE AND PLANNING

The Intern Program sponsored by the School of Architecture is relatively new and was designed to help students receive career-related experience by working in an architectural planning or construction office. It plans to enlist the sponsorship of about 50 individuals, firms, or corporations. Each organization is enlisted to pledge $1,500 per student. In return, a student selected by the sponsor and/or the school will work for the sponsor an average of 15 hours a week. The program is closely monitored by the Office of the Dean and the Faculty Advisory. There are programs for both summer and short-term employment.

Other career planning and placement activities were also found to be occurring in the Department of Human Ecology - Community Service and Placement Program; School of Liberal Arts - Educational Advisory Center; School of Communication - Aid for Jobs Program. However, no published information was available on their activities.

5.0 ULTRASYSTEMS' EVALUATION

5.1 BACKGROUND

The director of the Office of Career Planning and Placement has held the position for five years.

5.2 REPORTING STRUCTURE

The placement office reports to the Office of the Vice President for Student Affairs. There is also a University Counseling Center, which reports to this Vice President and although there is an overlap between the counseling activities of this program and those of the placement office, there is no coordination between the two. This has been an undesirable situation from the standpoint of the placement director; however, the alternative of reporting to the Vice President of Academic Affairs might provide a more desirable reporting structure for the placement office, primarily because many of the academic departments have their own placement functions and university placement could work to coordinate and utilize these resources.

The Vice President for Student Affairs has not taken steps to alleviate this problem. Although he would eventually like to combine the two, the fiscal and physical resources are apparently not available now. Meanwhile, a "friendly competition" is maintained between the two departments.

Albeit there are problems associated with the reporting structure, the Vice President for Student Affairs does appear to be well informed and aware of the problems of the placement office, he is just not in a position to do much about them.

5.3 PROGRAMS

a) Career and Job Placement Counseling

The placement office has been conducting a number of career counseling and motivational programs which have met with a reasonable degree of success in terms of attracting students, faculty, and business organizations.

There are four staff members who are qualified to provide career counseling and job placement counseling to students. Two-thirds of the staff's time is spent on this function. Overall, there is no criticism of the structure of the counseling program, however, its effectiveness has been questioned by faculty members, as indicated in section 5.4.

The Vice President of Student Affairs has also indicated that the University Counseling Center appears to be generally more capable of providing career counseling in terms of qualification than the placement office.

Perhaps this is attributable to the fact that the placement director is sensitive to the professional overlap in responsibility for the career counseling function and is not giving it top priority in his program.

b) Job Placement

The university has been highly successful in attracting a broad range and large number of business and industry recruiters to campus. This is apparently a function of the size, geographic location and academic reputation of the college.

Only about one-third of the staff time of the placement office is spent on job placement because it is believed that job placement is a logical function of the office's career planning program.

Although the placement office has been very successful in attracting business and industry, it does not reflect a high degree of success in the number of educational institutions and government agencies which recruit on campus, as shown in the following summary from the 1973-74 annual report.

Business and Industry	371
Educational Institutions	46
Government (Federal, State, Local)	51
	468

Space limitations appear to be one of the greatest obstacles in accommodating more recruiters. Out of 210 seniors, about 71 conducted on-campus interviews with educational institutions. Student apathy was suggested as a problem.

5.4 ADMINISTRATION AND FACULTY SUPPORT

The administration appears to be lacking in fiscal and physical facility support for the placement function. Considering the size of the student body and the range of activities in which the placement office is involved, the operating budget seems minimal.

The department is also lacking in management support from the administration. As described earlier, there is a definite overlap of counseling activities. Since two-thirds of the placement staff's time is spent on counseling, and there are others who are said to be more qualified to conduct this function, perhaps some of the burden should be taken from the placement office so they can spend more time on job placement.

The placement office has no formal mechanism for involving faculty in the placement process, however, special information and recruiting schedules are sent to the department heads by the placement director, when appropriate.

Faculty support appeared to be generally good, however, several areas were identified as critical to improving the effectiveness of the office. In order of priority, these were:

- More mailouts to students of job opportunities
- Larger staff
- Greater degree of skill in making student job referrals
- Better or more complete listing of available jobs
- More involvement with alumni groups

A small college located
in a southeastern state.

CASE STUDY: A COLLEGE WITH PREDOMINANTLY WHITE STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

For whatever reason, the college refused us a copy of their organizational structure, but according to the school's Academic Affairs Bulletin, the administrative staff consists of one President, one Executive Vice President, two Vice Presidents (Business Manager and Development), one Dean of Academic Affairs, one Assistant to the President, one Registrar who is also Director of Admissions, one Dean of Students, and a Librarian. Also listed are Division Chairmen for Social Science, Humanities, and Natural Science and Mathematics.

Thirty-four additional administrative staff members are also listed, mainly in support roles of the above-mentioned positions. The director of the placement office was included in this group. She was listed above the title--Career Counseling and Placement. She reports directly to the Office of the President.

Since we don't have an organizational chart, we can only assume the President is responsible to the Board of Trustees who were listed in the bulletin. The Trustees, assuming they are elected, must be responsible to their electors, whoever they might be.

1.3.3 Academic Program

According to the Bulletin, the school's basic objectives are to "instill in young men and women a belief in God as a foundation for meaningful and productive lives, and a command of the liberal arts so the individual may gain a greater understanding of the many facets of our civilization."

The college's academic organization is divided into three divisions:

1) Humanities (Art, English, Foreign Languages, Journalism, Music, Religion and Philosophy, Speech and Drama)

2) Social Sciences (Business and Economics, Education, Health and Physical Education, History and Government, Military Science, Psychology, Sociology)

3) Natural Sciences (Biology, Chemistry, Citrus and Horticulture, Mathematics, Physics)

1.3.4 Student Population

The student population is approximately 1200 to 1300. Four percent are nonwhite with a male/female ratio of 0.8. According to figures supplied us by the Alumni Office, 388 students were graduated in 1974. Sixty (15.5%) were from the area; 183 (47.2%) were from other cities within the state; 98 (25.3%) were from other states; 3 (0.7%) were from foreign countries; with 44 (11.3%) having no address listed.

Academic and career information on the 1974 graduates and the class of 1975 was extremely sketchy. Accurate, hard data was not made available, but it appears that the majority of the students majored in either Elementary/Secondary Education or Business/Economics. The third most numerous major field of study was probably Social Science. The remaining students were divided fairly evenly between the Natural Science/Mathematics, Art/Music, and Journalism/Foreign Language fields.

According to data supplied us on the 1974 graduates--data in which the totals and percentages didn't always add up--upwards to 40% of the students went on to graduate school. Of the remaining 60%, approximately 25% obtained jobs in business/industry and government; 25% went into teaching; with the remaining 10% either serving in the military or choosing neither to work or further their education.

The total student population was overwhelmingly white and middle-class. Since the school stresses religion and some form of commitment to a Supreme Being, it may be assumed that the majority of the students come from a relatively religious background. Regardless of their career choice, the students most likely have no problem fitting into the "system" upon termination of their academic careers.

2.0 THE PLACEMENT PROCESS

2.1 PRIMARY COMPONENTS

The College Bulletin does not mention the placement office or any other on-campus placement service. The bulletin does inform readers that the college attempts to assist students in making vocational choices and to give them the necessary knowledge as a background for professional practice or additional specialization in their chosen fields.

Upon close examination of several additional pamphlets and brochures that promulgate the virtues and many educational and nonacademic services offered, not one makes any statement concerning the placement office.

But the college does operate a placement office whose official title is "Placement Office." The placement office provides career counseling, part-time and summer job placement, resume preparation assistance, and career job placement. The office also keeps career and labor market information and "job hunting tips" on file.

The placement office encourages all seniors to register with the office, at which time a permanent file is made out on each student. This "encouragement" is done through a personal letter which is mailed to all students at the beginning of the fall and spring semester of their senior year. The letter also explains all of the placement services available to the student and that they are free of charge.

The Department of Teacher Education also operates what appears to be a formal placement service. Their services are restricted to students who are majoring in Elementary or Secondary Education and are planning on teaching as a career, and alumni who are certified to teach.

The Department of Teacher Education also provides placement services which seem to be somewhat the same as the services provided by the placement office, but they are wholly separate entities.

2.2 SECONDARY OR SUPPORTING COMPONENTS

The various departments within the college's academic organization appear to provide career counseling and job placement assistance to students. But exclusive of the aforementioned Department of Teacher Education, it is on an informal basis and no record of services rendered is maintained. These secondary or supporting components are not coordinated with the services that are offered by the placement office.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The placement staff consists of one director and one secretary. Both are part-time, having one-half of their job activities allocated to areas unrelated to the placement office.

3.2 FACILITIES

The placement office is located in the school's business office. Three rooms are allocated for placement office use. Two serve as the offices for the director and the secretary. The third is a combination career information library and job interview room.

3.3 SCOPE OF SERVICES

3.3.1 Student Counseling

The placement office provides counseling in job-related areas such as career planning, job hunting and interview tips, resume preparation, etc. No personal counseling services are offered.

3.3.2 Job Placement

The placement office offers part-time, summer, and full-time job placement service. Job development or job solicitation for specific students is not provided.

3.3.3 Special Programs and Services

In the area of special services, the placement office provides minority students with any written information that is available concerning the recruitment or hiring of minorities by business or government.

The only special program that was sponsored by the placement office was a two-hour seminar on Employment Preparation. This program dealt with how-to's of job hunting, resume preparation, and interviewing.

3.4 PROGRAM MANAGEMENT

3.4.1 Marketing and Public Relations

For the most part, the placement office has no formal "on-campus" or "off-campus" marketing and public relations program. For that matter, it doesn't have much of an informal program either. As stated in Section 2.1, the college bulletin and other publications do not mention the placement office or the services it offers. The only written information concerning placement office services that we found was a copy of the letter that is sent to all seniors and copies of a few bulletins, most of which announced the schedule of recruiters on campus.

Special flyers were distributed on campus and an ad taken out in the school newspaper announcing the Employment Preparation Seminar which was discussed in Section 3.3.3.

Off-campus M & PR activity appeared to be about on the same level as on-campus activity. There is no formal program to sell the placement office and students to prospective employers. Apparently, the employers who now recruit on the campus have done so for a long time. Any first-time recruitment would probably have to be initiated by the employer.

The Director of Placement did mention the fact that she telephones companies from time to time. Also, once or twice a year, direct mail goes out to employers but the content was not discussed with us and copies were not made available.

3.4.2 Monitoring and Reporting System

According to the Director of Placement, there is no monitoring and reporting system for the placement office. Virtually no records of services rendered are maintained. The only hard data available was the number of recruiters visiting the campus each year and the number of referrals made to recruiting companies. As far as we could ascertain, the placement director did not have to formally justify the placement office's existence, or submit reports to administrators.

3.4.3 Budget

The placement director said that exclusive of salaries the annual placement office budget is approximately $1000. This money goes for office supplies, telephone, postage, travel, advertising, printing, and repairs.

3.5 INTERNAL AND EXTERNAL INTERACTION

3.5.1 Administration-Management-Staff

As stated in Section 1.3.2, the placement office reports directly to the President of the college. But, apparently, this reporting is an informal formality. No formal written reports to the President were mentioned or copies made available to us by the Director of Placement. As stated by the placement director and discussed in Section 3.4.2, no records of services rendered are maintained by the placement office. If formal records are filed with the President's office, it is beyond us what substance they might contain.

It is our feeling that the only interaction between the Administration and the placement office would be informal dialogue.

Since the placement director is the sole professional staff member in the placement office, the sole interaction with the one secretary falls into the realm of delegating clerical duties.

3.5.2 Staff-Faculty

There are no formal lines of communication between the placement office and the faculty. No coordination of counseling and placement activities, no reports, no meetings, no memos, no etc. The one exception to all this is that faculty members do receive the schedule of recruiters on campus from the placement office.

Informally, the interaction between the placement office and the faculty appears to be at approximately the same level as the formal. Two faculty members interviewed did state that, on occasion, they refer employers who have contacted them to the placement office.

3.5.3 Staff-Students-Alumni

The only formal contact the placement office has with the students results from the letter mailed twice each year to seniors. This letter suggests that seniors come into the placement office and complete a Personal Data Sheet. Also, through bulletin board notices, students are notified of recruiters on campus and part-time job openings. If a student wishes, he may sign up for an interview in the placement office.

The staff appeared to have little or no contact with alumni. No follow-up is done on graduates and no alumni list is maintained. We did receive a copy of a bulletin put out by the placement office which announced that a graduate, who was currently the Personnel Manager of a local company, would be on campus to hold a seminar on Employment Preparation. But this appeared to be the exception and not the rule. We did not uncover any organized effort to involve prominent alumni in placement activities.

3.5.4 Staff-Industry

We detected very little interaction between the placement office staff and industry. Aside from the previously discussed letters and occasional phone calls to employers (section 3.4.1), we found no evidence of formal, placement office-initiated interaction with employers. Also, with the exception of the Employment Preparation Seminar discussed in section 3.5.3, employer involvement in placement activities was not found.

3.5.5 Staff-Student and Professional Groups

No interaction between the placement staff and the subject groups was uncovered.

4.0 OTHER CAMPUS PLACEMENT SERVICES

4.1 FORMAL

As discussed in section 2.1, we did uncover placement activity outside of the placement office which could be classified as formal. We shall expand a bit on this activity.

The Department of Teacher Education maintains a file on all students majoring in Elementary or Secondary Education and all alumni who are certified to teach. The list of their services offered to these people on file are career counseling; job counseling; the recruitment of school district representatives to come on campus to talk to seniors about the teaching field, and to conduct job interviews; referral service; etc. The Department of Education also takes job orders from school districts and does a file search to determine if there are qualified alumni who might be interested in the position.

In talking with the Director of the Teacher Education Department, it appears that she and her colleagues have an excellent relationship with school districts not only in the immediate area but throughout the State. School districts contact her office directly and do not go through the placement office. As a matter of fact, the Placement Director told us that when written information comes to her office concerning teachers, or if any school district contacts her about their employment needs, she always refers them to the Department of Teacher Education.

4.2 INFORMAL

As mentioned in section 2.2, we found informal placement activity going on in the various academic departments. This usually took the form of students seeking career counseling or job placement assistance from members of the faculty. As a matter of fact, eight of the eight faculty members interviewed said that they supply help to students in locating jobs. Seven said that this takes place in the form of student counseling, with six replying that they refer students to prospective employers. When we asked the level of this involvement, five faculty members responded, high; two, moderate; and one, low.

None of the faculty members quizzed said that they kept records of their activity in this area.

5.0 ULTRASYSTEMS' EVALUATION

5.1 THE COLLEGE PLACEMENT SERVICE

5.1.1 Facilities and Office Atmosphere

The Director of Placement feels the placement office is in a poor location and we must agree. Located in the Business Office, the placement office is about as far from the "hub" of student activity as it could be and still be located on campus. (Hub meaning student cafeteria, bookstore, student center, post office, etc.)

Based on the premise that a well-housed placement office should have a reasonably sized reception area, individual professional staff offices, job and career information library room, and individual interview rooms, the facilities at this college are rated very good--with the exception of the interview rooms. None are available so interviews must take place in the library room. This means that only one recruiter can interview at a time and when this is taking place the library is tied up.

From a substance standpoint, the job and career information library seemed to contain a fair amount of information which is categorically organized and neat.

5.1.2 Management and Staff Attitudes

Based on observation, we must conclude that the management and staff of the placement office have positive attitudes. There appeared to be good inter-staff relations, but since we did not observe any recruiters or students in the placement office, we really cannot comment on how they are treated or related to by the placement staff. However, the survey team was treated cordially.

The placement director did comment that she is overworked, has too many non-placement office duties, and that the placement office budget is not adequate to carry on a strong program. Whether or not the above has caused a morale problem that would affect the placement office and its service, was not detected by us.

5.1.3 Industry Rapport

Since we did not observe any in-person interaction between recruiters and the placement office staff, we can't comment in this area. We do know for a fact that very few companies recruit on the campus, but we really don't have a feel for their relationship with the placement office.

5.1.4 Administration and Faculty Interaction

As stated in sections 3.5.1 and 3.5.2, we uncovered no formal lines of communication between the placement office and the administration or faculty. There appeared to be no effort on the part of the placement director to involve the two groups in placement activities. It was apparent that certain effort should be expended to establish formal lines of communication between the faculty, administration, and placement office.

5.1.5 Effectiveness

a. Qualitative - It is our opinion, based on our visit to this college and subsequent colleges and universities, that the placement office provides a very low level of service to the school's student body. We got the feeling that the faculty and student body all but ignores the placement office. We did not perceive hostility, just apathy or a nobody-takes-that-office-seriously attitude. This is probably because the placement director is a "nonprofessional" with no formal training in counseling, placement, or related fields. Also, the placement director is burdened with far too many nonplacement-related duties for her to mount an organized placement program and to give it the emotional commitment needed for proper sustainment. (Many of the faculty interviewed, and even some students, voiced this opinion.)

b. Quantitative - We feel the following acts support our observation that the placement office operates at a low level of effectiveness.

1) Budgetary and facilitary limitations.

2) Absence of trained counselor on staff.

3) No organized Marketing and Public Relations Program.

4) No organized program for involving prominent alumni in placement activities. (Last year an alumnus did conduct an Employment Preparation Seminar, but this was definitely the exception and not the rule.)

5) No follow-up studies done to justify or determine effectiveness of placement program and services.

6) No Career Day Program or programs of this nature are offered. (The Director of Placement said that their Career Day Program was cancelled this year because of a lack of interest on the part of the student body.)

7) Virtually no records of placement services rendered are maintained. We were able to learn that 24 recruiters visited last year. This resulted in 87 interviews. These figures alone indicate a very low level of activity as compared to other colleges visited.

5.1.6 Unique Aspects of the Program

The only unique aspect about this college's placement program is the low level of activity.

5.2 ADMINISTRATION AND FACULTY SUPPORT

Three administrators were interviewed: a Vice President, the Dean of Academic Affairs, and the Registrar, who is also the Director of Admissions. Beacause none of the three interviewed had any official relationship with the placement office, their comments and opinions must be viewed with reservation. They did not appear to really have a "feel" for what was going on in the placement office.

But, for what it's worth, when asked how they would rate the placement function to other factors that constitute the total educational process in the college setting, one responded, very important factor; one responded, equally as important; with the third saying, low importance. Also, one felt that the placement office was doing a very good job; one said, mediocre; with the third having no comment.

Incidentally, the placement office reports directly to the Office of the President, but the President was unavailable for questioning.

Fortunately, the faculty interviews produced more substance. A statistical analysis of their answers sheds light on the performance of the placement office and director as viewed by others. It also provides insight into the working relationship between the placement office and the faculty.

To begin with, eight faculty interviews were conducted. Five faculty members responded that they were highly familiar with the operation of the placement office; one expressed medium familiarity; with two saying their familiarity was low. As far as frequency of contact with the placement office, three said it was high; one, medium; and four responded that their contact was low. All but two of the faculty members quizzed said that when an employer calls them they do not involve the placement office.

In rating the overall effectiveness of the placement office, one felt that it was very good; two said, mediocre; one, fair; one, poor; with three having no opinion. None of the faculty members interviewed provided us with any hard facts to substantiate their opinions of the overall effectiveness of the placement office, but one person, a Division Chairman with thirteen years of experience on the campus, provided us with some interesting observations on the placement office. He said that at one time the placement office was very active. It was run by an "old pro" who had unlimited contacts in the public and private sectors of employment. He had an aggressive, active, job development program. But he retired and his job went to the present placement director who worked in a nonprofessional position in an office nearby. The chairman feels that she never received any special training to help her in her new job and that she is not a "pro" in this area. Also, much of her time is allocated to duties not related to placement activities (actually about half), which was not the case with her predecessor. Finally, the chairman said that, because of the above, the placement office has deteriorated over the past few years. This has caused a slack in placement services which the chairman feels has been taken up by the faculty. In other words, most of the placement function taking place on the campus is being conducted within the individual academic departments.

Based on our observation and faculty/student interviews, (section 5.3), we feel that the chairman's comments, for the most part, are accurate.

5.3 STUDENT ATTITUDES AND RESPONSE

Seventy-three student interviews were collected at this college. The questionnaires were handed out to the students and they were asked to fill them out and return them to our office by mail. Twenty-seven failed to do so. Only 24 students (of the 73 responding) stated that they had used the placement services. Of these 24, only one had received career planning counseling, two received interview counseling; with three saying they received job placement counseling. Four indicated they had used the placement office for resume preparation assistance, while eleven said they had employer interview appointments. Finally, nine responded that they picked up their senior packets and various written information from the placement office.

This was the first school visited, which placed us there early in the recruiting season. Possibly, if we had been there later in the year, we would have found more seniors going to the placement office.

Of the 24 students who had availed themselves of the placement office services, three said that the placement office had been instrumental in helping them find a job (all part-time).

When asked to describe the overall effectiveness of the placement office, nine students said, very good; 33 responded, mediocre; ten answered, only fair; with ten saying the service was poor. Eleven students had no comment. When probing to determine the placement areas that produced student dissatisfaction, we learned there were, in general, two. First, many of the students felt that the placement office did a poor job of reaching out to students. "You have to seek them out" was a comment heard many times. As a matter of fact, 35 of the 73 students interviewed felt that the placement office did not do an adequate job informing the student body about the placement process. (Eight had no opinion.) Another complaint in this area that many students expressed was that the placement office did not reach out to students soon enough. They felt that the placement office should contact them in their freshman or sophomore year instead of waiting until they were seniors.

The second area of student dissatisfaction had to do with the companies that recruit on the campus. Many students felt that the placement office served only business majors. As a matter of fact, while there were 21 excellent/good responses to the question on how the student interviewee would rate the placement office efforts to attract company recruiters, there were only eleven excellent/good responses to the question that dealt with the placement office's efforts to attract company recruiters in the student area of specialization. The fair/poor responses were 18 to 26 in favor of the latter question. In both instances, 33 students had no opinion or comment.

It may be interesting to note that 26 students said that they had received career and job placement counseling from instructors. Also, eight students said that an instructor had been instrumental in helping them find work. (Only three students gave the placement office credit in this area.)

These figures would seem to substantiate the opinion of the department chairman who said that most of the placement function on the campus is taking place within the individual academic departments.

5.4 SUMMARY AND CONCLUSIONS

In this section are presented certain relevant, though unfavorable, statements about the placement office:

1) Inadequate budget.

2) Director is a nonprofessional with no formal training in placement or related activities.

3) The director is only half-time.

4) Absence of trained counselor on staff.

5) Lack of aggressive marketing and public relations program.

6) Lack of monitoring and reporting system.

In conclusion, we feel that because of the above the following has resulted:

1) The placement director has neither the ability nor the time and money to develop and administer a strong, well-rounded placement program.

2) A limited number of employers recruit on the campus.

3) The students have little confidence that the placement office can provide them with any meaningful service.

Finally, a few statements will be made to put our Summary and Conclusions section in proper perspective. First, this is a small, private college that relies heavily on private donations. Most likely, the placement office does not stand alone in the budgetary problems. The college's other departments probably suffer from a lack of proper funding also. Second, possibly because of its white, middle/upper-middle-class student body, many of its graduates either go on to graduate school or rely on informal job seeking mechanisms to obtain jobs upon termination of their schooling. Because of this, they most likely aren't demanding a strong placement office. Third, because the college is small, white, and relatively unknown, it is questionable whether an aggressive placement office marketing and public relations program would have much of an impact on attracting new, other than local, companies on campus.

A small college located
in a southeastern state.

CASE STUDY: A COLLEGE WITH PREDOMINANTLY BLACK STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

The college is governed by a Board of Trustees, an Executive Committee, and then the President. Under the president are six administrative offices. They are:

1) Director of Student Personnel

2) Business Manager

3) Academic Dean

4) Director of Projects

5) Registrar

6) Director of Development

The placement office reports directly to the Office of the President, according to the placement director. But the organizational chart provided us has the placement office under the Director of Student Personnel. We investigated and learned that the chart reflects the line of responsibility which will go into effect in the near future. As far as our study is concerned, the placement office reports to the President's office.

1.3.3 Academic Program

According to the college bulletin the school has "a concern for academic excellence, for it recognizes that the problems of life in the twentieth century can only be resolved when one has sufficient knowledge and understanding to cope with them. Academic excellence alone, however, is not sufficient for the education of the whole person. The college has always sought to do more than develop the intellect. This concern is reflected throughout its history, and it is no less emphasized today as we 'enter to learn and depart to serve'."

The college's academic organization is divided into five divisions:

1) Business (Business Administration, Accounting, Economics, Business Education)

2) Education (Elementary Education, Physical Education, Psychology)

3) Humanities (English, Modern Languages, Music, Religion, and Philosophy)

4) Science and Mathematics (Biology, Chemistry, Engineering--[Cooperative Program], Mathematics, Medical Technology--[Cooperative Program],

5) Social Science (History, Sociology, Political Science)

1.3.4 Student Population

The current enrollment is approximately 1,250. Three percent are non-black with a male/female ratio of 0.9. The class of 1974 graduated either 267, 276, or 281, depending on whose data one uses. 267 is the number of 1974 graduates listed with the alumni office. 276 and 281 are numbers supplied by the placement office. The first is the number of degrees bestowed and the latter, the career choices of the 1974 graduates. Anyway, using the number 267, the 1974 graduates were from the following areas:

49 (18.3%) - Local area
181 (67.8%) - Rest of state
37 (13.9%) - Out-of-state

Using the number 276, 48 (17.4%) of the men received a B.A.; 46 (16.7%) received a B.S., with 53 (19.2%) of the women receiving a B.A. and 129 (46.7%) receiving a B.S. Finally, using the number 281, the following are the career choices of the 1974 grads: Education - 68 (24.2%); Business - 64 (22.8%); Unknown - 47 (16.7%); Government Service - 30 (10.7%); Industry or Technology - 25 (8.9%). All other - 25 (8.9%); Secretarial - 12 (4.2%); Social Work - 10 (3.6%). By the way, what the category "unknown" means is unknown to us. It could be the student's career choice is unknown to the placement office or that the student doesn't know his career choice.

According to data dated July 1974, only seven 1974 graduates were admitted to graduate and/or professional school. This figure would seem to indicate that the majority of the 1974 graduates sought full-time employment.

2.0 THE PLACEMENT PROCESS

2.1 PRIMARY COMPONENTS

The college operates a placement office whose official title is Career Counseling and College Placement Center (CCCPC). It operates in a bilateral relationship with College Placement Services, Inc. (CPS). The placement office provides all students and alumni with career counseling, part-time and summer job placement, resume preparation assistance, and career job placement. The office also keeps career and labor market information and "job hunting tips" on file, and sponsors an annual on-campus Career Day.

2.2 SECONDARY OR SUPPORTING COMPONENTS

The various departments within the college's five academic divisions provide career counseling and job placement assistance to students, but this assistance appears to be unstructured with no record of services rendered maintained, so we will classify them as informal.

Along with the placement activity within the various academic departments, two additional campus programs provide placement services. They are Cooperative Education (Co-op) and Law Enforcement Education Program (LEEP). Although the two programs are not set up to provide placement services per se, a byproduct of their activities is career and personal counseling, career-related work experience, and career job placement.

The Co-op and LEEP programs are supervised by the same director and are wholly separate from the placement office.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The college placement office staff consists of one full-time director, one part-time secretary, and two part-time student assistants.

3.2 FACILITIES

The placement office is located in the school's Student Center Building. Two rooms are allocated for placement use, with two additional rooms available on a time-needed basis. The first two rooms are the Director's office and a combination reception area and library that can be divided by a movable partition. The "available-on-request" space serves as recruiter interview rooms.

3.3 SCOPE OF SERVICES

3.3.1 Student Counseling

The placement office provides counseling in job-related areas such as career planning, job hunting, interview tips, and resume preparation, etc. No formal, personal counseling services are offered.

3.3.2 Job Placement

The placement office offers part-time, summer, and full-time job placement services. Job development or job solicitation for specific students is not provided.

3.3.3 Special Programs and Services

Once a year the Career Counseling and College Placement Center sponsors a Career Day. Alumni who are employed in business, industry, government, and the school systems are invited to participate.

3.4 PROGRAM MANAGEMENT

3.4.1 Marketing and Public Relations

"On campus" means to inform and involve students and faculty in placement activities; this takes several forms:

1) The college bulletin briefly explains the services offered by the placement office.
2) During freshman orientation, the function of the placement office is explained.
3) School newspaper ads telling about placement services.
4) Monthly listings of recruiters on campus are sent to all academic departments and student dorms.
5) The Dean's monthly newsletter contains recruiter schedules.
6) Campus radio station announces placement activities.
7) Annual Career Day which involves faculty and students.
8) Conferences with the faculty.
9) Placement office activity reports which are distributed to the staff.

"Off campus" M & PR activity appears to be mainly in the area of alumni relations. A list of alumni is maintained and many are invited back to campus to participate in the Annual Career Day. The placement director informed us that the majority of the alumni were recent graduates who were placed with their present employers through the placement office. He feels this makes Career Day more relevant to the current students. Of course, involving alumni in the Career Day program also means involving their companies.

The placement director informed us that he did not have a formal program to seek out employers for campus recruiting because a sufficient number of companies came to him.

3.4.2 Monitoring and Reporting System

According to the placement director, his office maintains annual records on the number of seniors registered with the placement office; number of employers recruiting on campus; number of student job interviews; number of employer job offers; and number of students who accepted job offers. Each registering senior is given a brief questionnaire to be filled out and mailed back to the placement office upon the student's acceptance of a position or entrance into another college.

We requested the totals for the above categories for the 1973-74 year but the director supplied us only with the names of seven companies and the number of interviews they conducted, number of students who were offered jobs, and the number of students actually placed. A category identified as "teaching" was also listed but without the names of individual school districts. The statistics were impressive, as far as they went. 238 students were interviewed by the seven companies, with 48 offered jobs, and 27 accepting. 68 students were interviewed for teaching positions with all 68 offered and accepting jobs.

We asked the director for the total number of students registered with his office during the 1973-74 year, plus the number of additional companies recruiting, interviews conducted, job offers and placements. However, this information was not made available to us.

The director did produce his annual report which he submits to the president once a year. We were given a copy which is entitled: "A Report of the Career Counseling and College Placement Center 1974-75." The report is rather brief, covering less than two pages. The only hard data it contains is the number of representatives to visit the campus (100); the number of seniors who passed through the placement office for interviews and participation (200); and that General Motors has employed 12 of the college's graduates in the past two years. He also states that 5% of the graduates go on to graduate and professional schools. Apparently this is the only report that the placement director submits.

3.4.3 Budget

The placement director told us that his annual budget is $35,000. This is for everything, including salaries. We asked for a breakdown but were told that only the total figure was available. (However, he did inform us that he wasn't experiencing budget limitations that affected his ability to contact employers, such as printing or communication costs, and funds for attending meetings and purchasing publications. He did feel, however, that it would improve the service the placement office offers if he were budgeted for a full-time counselor on staff.)

3.5 INTERNAL AND EXTERNAL INTERACTION

3.5.1 Administration-Management-Staff

As far as we could ascertain, the only formal interaction between the placement office and Administration is the annual report which the placement director submits to the President's office. In addition to this, the list of recruiters on campus is published in the Dean's monthly newsletter.

3.5.2 Staff-Faculty

The placement director informed us that he has no formal program for involving faculty in placement, but he did indicate that the placement office sends out a monthly listing to all academic departments announcing company recruiters coming on campus. Also, from time to time, he has informal contact with various faculty members through telephone conversations and conferences. Many times the topic of discussion will be the placement needs of a particular student.

3.5.3 Staff-Students-Alumni

During freshman orientation, the function of the placement office is explained. From that point on, the only contact between the students and the placement office comes when the student chooses to read the list of recruiters on campus which is posted on bulletin boards in the various academic departments and student dorms, and printed in the Dean's monthly letter, or listens to the announcements of the various placement activities over the campus radio. Activities, meaning, for the most part, recruiters coming to campus and the annual Career Day program. Students are not required to utilize or take part in placement activities with the exception of seniors who are requested to register with the office.

We asked the placement director about part-time jobs and he replied that, apparently because of the economy, his office had not received any part-time job orders in months. Because of this, he no longer encouraged students to sign up with the placement office for such work.

In the area of placement office/alumni interaction, the placement director maintains a list of prominent alumni. Every fall dozens of these graduates are contacted and asked to participate in the school's annual spring Career Day. Almost 100 have agreed to take part this year.

3.5.4 Staff-Industry

Apparently the only contact between the placement director and industry results when company representatives are on campus for recruitment and Career Day activities. (As we discussed in section 3.4.1, the placement director has no program for seeking out new employers to recruit on campus. His reason was that a sufficient number of companies come to him.)

It appeared to us that placement director did not actually invite companies to participate in Career Day activities but invited alumni. Of course, alumni work for companies or organizations, so, indirectly, their employers are involved.

3.5.5 Staff-Student and Professional Groups

Nothing uncovered in this area.

4.0 OTHER CAMPUS PLACEMENT SERVICES

4.1 FORMAL

As discussed in section 2.2, the college operates two programs which, to a certain degree, provide its student enrollees with placement services. They are Cooperative Education (Co-op) and Law Enforcement Education Program (LEEP).

Co-op is funded by HEW and involves employers all over the country. The program has an interrelated work and study content, planned and supervised to produce optimum educational results by providing experience that enhances knowledge associated with the student's professional objectives. At this time there are forty-five students taking part in the program. The Co-op director told us that his staff, which consists of an administrative assistant and several faculty advisors, provides the enrollees with career and job counseling and placement in career-related work-experience jobs. The director also informed us that, many times, the student will, upon graduation, be placed in a permanent career position with the business or agency in which he co-oped.

The LEEP is intended to upgrade the general caliber of police, corrections, and court officers on the local, State, and Federal levels and to encourage students to seek law enforcement careers. The program is funded by the Justice Department and there are currently 46 students enrolled. The enrollees, who must be planning on a law enforcement career and taking the appropriate academic subjects, receive $1,800 a year and are placed on a four-month work-experience site sometime during their academic careers.

The LEEP director, who is the same person that is in charge of the Co-op program, said that in 1974 approximately 20 graduates obtained jobs with the agencies in which they had worked under the LEEP.

4.2 INFORMAL

As stated in section 2.2, the various departments within the college's five academic divisions provide career counseling and job placement assistance to students. But this assistance appears to be unstructured and no record of services rendered were provided us. Although these services seemed to be operating at many levels, depending on the academic department or the faculty member interviewed, we do feel that one division possibly provided students with a higher level of job placement service.

According to the Chairman of the Division of Education, all of the students that are enrolled in teacher education receive job placement assistance from members of the Division of Education faculty. She said that school districts contact her personally concerning their employment needs and that she refers students directly to them without going through the placement office.

We got the impression that all of the graduating teachers were placed on jobs through the Division of Education's efforts. But according to the placement director, 68 students were placed in teaching positions through the placement office in 1974. Now, according to data supplied us by the placement office, 68 is the total number of students graduating in teacher education. So, it appears that both the Division of Education and the placement office are taking credit for these placements.

5.0 ULTRASYSTEMS' EVALUATION

5.1 THE COLLEGE PLACEMENT SERVICE

5.1.1 Facilities and Office Atmosphere

The placement director feels the placement office has the proper facilities to conduct the various placement activities, and, for the most part, we must concur. From a location standpoint, the office appears to be ideally situated, well within the hub of student activity and traffic flow. It is housed on the first floor of the Student Center which also contains the student bookstore, post office, snack bar, and cafeteria. As one can see, the placement office does not suffer from a lack of exposure.

In the area of space, let us work from the premise of what a well-housed placement office should be. (Premise: A well-housed placement office should have a reasonably sized reception area, individual professional staff offices, job and career information library room, and individual interview rooms.) Based on this premise, the placement office is a little better than "only fair."

As stated in section 3.2, the placement office occupies two rooms with an additional two rooms available on a time-needed basis. One of the two permanent rooms serves as the director's office. This is an extremely small room with the desk occupying 45% of the room's floor space.

The other permanent room which serves as a combination reception area and library is most spacious. The library section has ample space to contain a good sized reading table with chairs, and properly display the various publications, career and job information, etc. This room can also be divided by a movable partition which separates the reception area from the library. This is done when the placement director is in conference with one or more people since his office is so small. (We conducted the interview with him in the library office.) The partitioned office library also serves as a recruiter/student interview room and does so quite well. Of course, when the room is being utilized for this purpose, library services are inoperable.

The two "available-on-request" rooms serve as recruiter interview rooms. They are large and very spacious. But when the recruitment schedule is heavy, several interviews may take place in the same room at the same time. This is done by spacing card tables and chairs throughout the two rooms. This, of course, presents the problem of a lack of privacy.

Although it is our opinion that the placement office facilities at the college are somewhat lacking, it must be remembered that the placement director feels his facilities are good and that the lack of personal office space and a greater number of private interview rooms does not impede placement services.

5.1.2 Management and Staff Attitudes

The placement director and a part-time secretary comprise the management and staff at this placement office. Since we had no contact with the secretary and did not have the opportunity to observe her interacting with the director or students, we feel we could hardly comment about her attitude. As far as the placement director is concerned, we found him formal but most cooperative in assisting our team in the scheduling of administrator and faculty interviews.

5.1.3 Industry Rapport

Since we did not observe any in-person interaction between recruiters and the placement office staff, all comments must be based on our conversation with the placement director and faculty/student interviews. The placement director informed us that he does not have a program for recruiting companies to come to the campus. As a matter of fact, he said that he doesn't send any letters or make phone calls for the purpose of adding new companies to the recruitment schedule. We asked him why not and he replied that it wasn't necessary because plenty of companies came to him. Granted; after going over the list of companies that recruit on campus, we must say it is impressive (names like General Motors, IBM, Sears, etc.). However, one faculty member said that the same old companies come year after year and that an effort should be made to bring new and fresh companies on campus. Also, many students commented that there are many companies they are interested in that never come to the campus. Based on the comments made by the faculty member and students, plus our subsequent visits to placement offices that do have an active program to bring new and fresh companies on their campus, we must give the placement director a low mark in this area. He could be doing more.

5.1.4 Administration and Faculty Interaction

As stated in section 3.5.1, the placement office reports directly to the Office of the President but, as far as we could determine, the only interaction between the placement office and the president was in the form of an annual report which the placement director submits once a year. We were able to obtain a copy of the 1974-75 report. This annual report, being less than two pages, does not say a great deal. We can't help but feel that the placement director might add a little more substance to the report which in turn could possibly gain the placement office more administrative support.

The placement director informed us that he has no formal program for involving faculty in placement. Apparently, the only formal contact between the placement office and faculty results from sending the monthly recruitment schedule to the various academic departments. We must say that this alone constitutes a very low level of placement office/faculty interaction. The placement director did comment that he felt it was beneficial to have faculty members involved in career counseling and job placement: "The student needs all the assistance he can get. We are here to serve him." The director also stated that he felt his office and the faculty had a very wholesome relationship.

5.1.5 Effectiveness

a. Qualitative - Based on our visit to this college and subsequent colleges and universities, it is our opinion that the placement office provides a moderate level of service to the school's student body. We got the feeling that the placement director is a little complacent and not one to develop and implement new ideas. It seems the only real services that his office provides is the setting up of recruiter/student interviews and the bringing together of students and prominent alumni during the Career Day activities.

Also, we feel the students--at least the seniors--were not confident that the placement office was doing everything it could to serve them. (See section 5.3.)

b. Quantitative - The absence of any hard data precludes us from making any positive statements concerning the effectiveness of the placement program in terms of interview/placement ratio, but the following facts might shed some light.

1) There is an absence of a trained counselor on staff. This might prohibit the placement office from offering students proper counseling services.

2) There is no program to bring new and a wider variety of potential employers on campus. This might prohibit some students from obtaining employment through the placement office in the field of their choice.

3) There is no program to involve faculty in or coordinate their career and job placement counseling efforts with the placement office counseling program. An effort in this area could possibly help the placement office provide better services to students.

4) No follow-up studies are done to justify or determine effectiveness of the placement program and services. If this were done, it might help the placement office be more effective in its services to students.

5) Fifty-eight percent of the seniors interviewed had not availed themselves of placement services. This would seem to indicate:

   a) The students don't need placement office services.

   b) The students need these services but are unaware that they need them or unaware that the services are available.

   c) The students are aware they need placement services and are aware that there is a placement office, but do not have the confidence that the placement office can provide these services.

   d) The students are aware they need placement services and are aware there is a placement office and are confident that it can provide them services, but for whatever reason or reasons they have not availed themselves of the services.

6) 45.1% of the seniors interviewed feel that the placement office provides outstanding or very good service, while 40.7% feel the placement office service is mediocre, only fair, or poor. This would seem to indicate that a substantial number of seniors are not entirely pleased with the level of services provided by the placement office at this school.

5.1.6 Unique Aspects of the Program

In the opinion of the author, there are none.

5.2 ADMINISTRATION AND FACULTY SUPPORT

As stated in section 3.5.1, the placement office reports directly to the office of the president. We did not interview the president or anyone in his office and do not have a "feel" for whatever relationship that might exist between the president's office and the placement office. We did interview two administrators who have no official relationship with the placement office. They are the Academic Dean and the Director of Development. To the question, "How would you rate the placement function to other factors that constitute the total educational process in the college setting?", both responded "most important factor." Also, they both rated the overall effectiveness of the placement office as "outstanding." Now, if this constitutes support, then the placement office has at least two administrators who in some manner support it.

We might add that the size of the placement office budget and the well-located placement facilities indicate some degree of administrative support.

It is difficult to measure faculty support, but we will make an attempt. Based on our ten interviews with faculty members, if familiarity and frequency of contact with the placement office means support, then the placement office has it from the faculty. Five faculty members said they were highly familiar with the placement office operation; three responded that their familiarity was medium; one said low; with one responding that he was not familiar with the operation. As far as frequency of contact, five faculty members responded high; two, medium; one, low; and one, no contact at all. Since the placement director said that he had no organized plan to involve faculty in counseling and placement activities, we must assume that contact means receiving the monthly recruiter schedule. Since this is a very small college, contact could mean informal conversation, say, in the faculty cafeteria.

We do know that all the faculty members interviewed carry on job placement activities without involving the placement office. For instance, the nine faculty members who are contacted by employers who have employment needs, indicated that they do not involve the placement office. Either they refer students to the employer or the employer to the students. Whether this indicates a lack of support for the placement office is not known.

We do know for a fact that two faculty members rated the effectiveness of the placement office as outstanding; six rated it very good; one, mediocre; with one having no comment. The faculty member who responded "mediocre" said he felt the placement director could make more of an effort to get new and different kinds of companies to recruit on the campus. We must agree with that statement.

5.3 STUDENT ATTITUDES AND RESPONSES

First, before we comment, a few notable statistics. We interviewed 91 (approximately 25%) of the 1975 senior class. Of the 91, 38 (41.8%) had availed themselves of the services offered by the placement office. Fifty-three (58.2%) had not. When we asked the 91 students how they would rate the overall effectiveness of the placement office, no one responded "outstanding"; 41 (45.1%) said very good (a few crossed out the work "very"); 34 (37.4%) said "mediocre" or "only fair"; 3 (3.3%) said "poor"; with 13 (14.2%) having no comment. As one can see, almost as many students gave the placement office a mediocre/only fair or poor rating as did outstanding or very good. After carefully analyzing our data, we feel there are only two main areas of student discontent. First, 30 (33.0%) seniors responded that they feel the placement office does not do an adequate job of informing students about the placement process (55 feel they do, with 6 having no comment). Second, when asked how they would rate the success of the placement office in attracting company recruiters that are interested in their area of specialization, 24 (26.4%) responded fair, and 22 (24.2%) responded poor. (Six said excellent; 19, good; with 20 having no comment.)

We must confess that we are a little baffled by the students' first area of discontent. As mentioned in section 3.4.1, the placement office "on-campus" means to inform students of placement services and this takes several forms. (The college bulletin, freshman orientation, school newspaper ads, bulletin board notices, and the Dean's monthly newsletter.) It is inconceivable to us that anyone could spend four years at this college and still feel that the placement office did not inform the students of the services it offers. But apparently some do.

The second area of discontent comes as no surprise to us. The placement director admitted that he does not recruit new companies to campus. In addition, one faculty member felt that more work could be done by the placement office in the area of getting new and different kinds of companies and organizations to recruit on the campus.

Based on the above student responses, we feel the placement office should look into ways that might be utilized to better inform and involve students in placement office activities. They should make an attempt to recruit a wider variety of companies to campus.

5.4 SUMMARY AND CONCLUSIONS

In summary, may we first state what we feel are the positive or strong areas of the placement program, not necessarily in order of importance.

1) The placement director appears to have the time to organize and run a well-rounded placement program.

2) Adequate budget for placement activities.

3) Location of placement office.

4) Heavy alumni/employer involvement in Career Day activities.

5) Administration and faculty attitudes concerning the importance of the placement office.

6) The presence on campus of some of our nation's largest and most prestigious companies for recruitment purposes.

Second, may we state what we feel are the negative or weak areas of the placement program. (Again, not necessarily in order of importance.)

1) The placement director appears to be complacent and not one to develop and implement new and innovative ideas.

2) Lack of program to bring new and a wider variety of recruiters on campus.

3) Does poor job of informing students about placement services.

4) Absence of trained counselor on staff.

A medium-sized college located
in a southeastern state.

CASE STUDY: A COLLEGE WITH PREDOMINANTLY WHITE STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

This college is part of the state University System. The system is modeled after the California "grand plan." Overall supervision, coordination, and direction is provided by a 15-member Board of Regents, 5 selected at large, and one member each from the state's 10 districts. Day-to-day responsibilities are in the hands of the Systems Chancellor and requisite staff. Each school within the system is autonomously operated within the guidelines established by the Board and systems staff. This college finds reason for its existence within the System by a general policy of the Board to insure that no state resident will have to travel more than 30 miles to attend a school of higher education. The system budget was being presented to the State Legislature at the time or our visit, and it appears that although the Legislature supports the system, the college and most of the units in the System will be faced with reduced budgets in the coming year.

According to the organization chart, the Placement Office and Financial Aid Office are combined under a single director. The director we met is new, having just accepted the position in January 1975. His background is in personnel (previously with an area bank). His predecessor appears to have concentrated most of her efforts on the Financial Aid aspects of the office and placement activities were barely distinguishable. There are no funds in the budget for expanding the office, but changes in the programs offered by this office can be expected to change as the new director settles in.

1.3.3 Academic Program

This is a coeducational college offering associate, baccalaureate and masters degrees. The regular session is composed of three quarters of about 12 weeks in duration and a comparable fourth quarter summer session. The college also has strong programs in nursing (associate degree), medical technology (BS), and medical-related subjects such as chemistry, biology, psychology, and sociology. Education is also an important major with almost half of the students enrolled in an Education program.

A summary of academic programs offered at the college follows.

Associate in Arts

Majors in Criminal Justice, General Studies, Nursing, Secretarial Science

Associate in Applied Science

Major in Electronic Technology

Bachelor of Arts

Majors in Art, Elementary Education, English, French, History, Music, Political Science, Psychology, Sociology, Spanish

Bachelor of Business Administration

Bachelor of Music

Majors in Music Education, Performance

Bachelor of Science

Majors in Biology, Chemistry, Mathematics, Medical Technology, Physics

Bachelor of Science in Education

Major in Special Education

Master of Business Administration

Concentrations in Administration, Health Services Administration, Telecommunications Systems Management

Master of Education

Majors in Elementary Education, Secondary Education (concentrations in English, Mathematics, Social Sciences), Special Education

Minor Concentrations

Anthropology, Art, Biology, Business, Chemistry, Computer Science, Economics, Education, English, French, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology, Social Work, Spanish

1.3.4 Student Population

There are no dormitories on campus. A system which places units of higher education within 30 miles of state residents simply has no need for dormitories. As if confirming the commuter aspect of the college, the parking lots emptied of cars at each class change and other cars came in to replace them. This we thought might indicate a high employment rate among students. Compared to other schools we have been to, student employment was high but, even in the night classes, was not especially high.

The college does support many activities indirectly and directly. There are extensive programs of activities open to the general public which could draw students and local residents to the campus. Yet, similar efforts with respect to employment, employment counseling, and employer acquisition were seen nowhere on campus.

According to the Public Information Office, the college has seen its enrollment increase every quarter since it began offering four-year degrees. As of the Winter Quarter (1 January 1975), approximately 3,500 students were enrolled. This enrollment broke down as follows:

	Number of Male Students	Marital Status	Number of Female Students
	1085	Single	996
	903	Married	536
Total	1988	Total	1532

Ethnic Background

2	American Indians
372	Blacks
26	Oriental
47	Spanish-surnamed
3073	Others

of these

274 were in Special Studies

831 were freshmen

726 were sophomores

521 were juniors

552 were seniors

247 were graduates

37 were transients

212 were post-baccalaureate (not in grad school)

Special Studies is a program whereby students who do not meet college-entry educational requirements are enrolled on the provision that they make up the deficiency(ies) by taking special studies in their areas of deficiency.

Approximately 47% of the students carry a full load (12 credit hours or more per quarter); 53% of the students carry a partial load (less than 12 credit hours per quarter); 60% of the students attend day classes only; and 15% of the students attend both day and night classes.

Average age of the student body is 26, and ages range between 17 years of age to 66 years of age.

2.0 THE PLACEMENT PROCESS

2.1 PRIMARY COMPONENTS

There is a placement office joined with the financial aid office in the form of the Financial Aid and Career Planning and Placement Office. We were told that this office was understaffed with only two professionals (the director and financial aid officer), a secretary and two student aid clerks to handle all the duties of the office. In the past, most of the activities of this office have concentrated on qualifying students for financial aid and monitoring the program. The work-study program, also operated from this office, is operated as an adjunct to financial aid and is concerned primarily with finding jobs (mostly in-house) which will provide income for students, rather than give them experience in their chosen fields.

We were told that four or five years ago this office published a job opportunity bulletin once or twice a month which was mailed and distributed to students and graduates. In addition, 100-120 employers per year would recruit on campus. The bulletin is no longer published and employer visits have been severely cut back in recent years.

2.2 SECONDARY COMPONENTS

There is a State Internship Program in operation and it is maintained by an instructor in the Political Science Department. The instructor brought the program to the school when he got there four years previously and it has been in his domain since. It operates independently of the placement office at present and places 5 or 6 students a year. Students in the program may get offered full-time positions with the agency they work for, but this is not the specific objective of the sponsoring agency and is a minor concern with respect to his placing students in internship. As a personal friend of the previous placement director, this instructor was very familiar with the operation of the placement office, but has lost contact since the new director was installed.

The school has no Co-op Program and has applied for a Federal grant to institute one for the period beginning July 1, 1975.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The Financial Aid and Career Planning and Placement Office reports directly to the Dean of Students. We were told by the Dean of Students that he hoped someday to separate the financial aid and placement offices but that the budget does not permit such separation at the present time. Administration of the financial aid program has become such a burden that, given the present staffing, placement work has been largely neglected.

At present, there is one Financial Aid and Career Planning Director, one Financial Aid professional, one secretary, and two student aides who work as clerks. Only the two professionals can work with financial aid and must share the aid, career counseling and placement workload.

3.2 FACILITIES

The placement office is located on the third floor of the Student Activities Center in a back corner of the building, accessible by an elevator and staircase. The bookstore, by comparison, is located just off the main entrance to the building, and if one walks in the front door and keeps walking straight, one will walk into the cafeteria.

Office space is shared with the Veterans Affairs (VA) office and consists of four offices, one file room, and the VA offices. One office is occupied by the placement director, one small office by the financial aid officer, and one by the secretary and two student aides. The corridors are barely sufficient for passage, so if there is to be a secretary, an office must be occupied for this post. One of the offices is empty, has a window wall and closable door facing the inside corridor, and can be used for interviewing by recruiters. If a second recruiter comes in, the director gives him his office in which to conduct interviews.

Attempts have been made to provide a career library and the shelves in all the offices contain some portion of this library.

3.3 SCOPE OF SERVICES

3.3.1 Student Counseling

Career counseling is provided to students who walk into the placement office and request such help. There is little advertising with respect to this service. Most counseling performed on campus is conducted by the Counseling Center located on the other side of the campus. This office concerns itself with providing testing services (academic and psychological) and adjustment counseling. It will provide career counseling, if indicated. Since this office does advertise and does provide more generalized service (counseling and testing) than the placement office, it is likely that more career counseling is done here than in the placement offices.

3.3.2 Job Placement

A few recruiters appear on campus. These visits are reported in the school paper. Students coming in requesting employment will be interviewed, considered for work-study, if available, and advised on how to proceed. The staff will also attempt to solicit jobs for the students. Work-study has only a limited number of jobs and monies available to it and most work-study jobs are given to students early in the fall term. Most jobs are on campus in the various departments. Few jobs open up (either because a student left or a new opening appeared) during the course of the school year.

3.3.3 Special Programs and Services

Since the new director has been on the job only since January 1, 1975, much of his time has been devoted to learning his job, the campus, and attending conferences. He has attempted to set up a Career Day and, as of this report, written 55 companies inviting them to participate. Of 55 companies solicited, 19 agreed to attend. The Career Development Day was advertised in the school paper and the objectives of the day were listed as follows: (1) to assist students in recognizing the scope and variety of employment opportunities and to learn something of the requirements for each field and (2) to motivate students to begin their career investigations as early in their college years as possible.

3.4 PROGRAM MANAGEMENT

3.4.1 Budget

State priorities place greater emphasis on acquiring students and maintaining enrollments. Thus placement services are rated low in comparison to other budgeted activities.

The school budget is about $4,650,000. About $3,050 of this amount is devoted to the operation of the Financial Aid and Placement Office, exclusive of salaries and office rent. Since placement operations are shared with financial aid operations, and budget is not broken down within the office, it is uncertain how much of the $3,050 is devoted to placement activities. The director estimates that not much is spent on placement activities, although the budget was sufficiently large to permit him to attend a recent placement conference for several days.

3.4.2 Monitoring and Reporting System

Monitoring placement operations is informal and relies on almost continual contact with the Assistant Dean of Students.

While we were at the school, the Assistant Dean of Students called or appeared at the placement office every day. We don't think this was due to our presence, but how much was due to the director's newness or other reasons (financial aid, or VA services) is unknown.

3.5 INTERNAL AND EXTERNAL INTERACTION

3.5.1 Administration - Management - Staff

Interaction within the placement office is good--all members of the staff seemed supportive of each other, although this was primarily directed toward financial operations. The placement director, for example, was attending a conference when we arrived and the financial officer took on the task of hosting us, orienting us to the campus, providing the introductory calls necessary for us to get started, and provided us with all the printed material we had requested. She was entirely candid with us with respect to financial aid problems and past problems of the office, but politely refused to comment on present operations and future strategies, referring us instead to the placement director. We felt that this was a good example of cooperative spirit since in the week we were in and out of the office only one student came in looking for a job but there was always a line of students needing help with their financial aid.

3.5.2 Staff - Faculty

Each instructor interviewed assured us that they felt placing graduates was important, that they sometimes solicited jobs for students, but usually referred the job hunter to the placement office and, if an employer called with a job opening, referred the offer to the placement office. It was our impression, however, that they did very little or nothing in this regard and concentrated on instructional activities instead. In only one department (Teacher Education) was any sort of program set up for job search, such as resume writing, etc.

3.5.3 Staff - Industry

We obtained no insight into this area.

3.5.4 Student and Professional Groups

Although students are active in clubs, greek letter organizations, food co-ops, etc., nothing that we could discover had anything to do with placement activities. The same thing applied to alumni groups.

4.0 ULTRASYSTEMS' EVALUATION

Not much can be said about this school. Placement has obviously received low priority in recent years. It just seems to be a case of having more important things to do. We would have expected commuter students to be more concerned with employment opportunities, and apparently they are, but it would seem that they do not consider the school a legitimate employment source (financial aid, yes; employment, no). Since the average age of the student was 26, somewhat older than recruiters usually look for in baccalaureates, we might hypothesize that many of the students felt that college placement didn't refer to them due to their age, prior experience--presently or previously employed--marital status (no longer dependents, but parents). We might also postulate that the activities of the students (clubs, fraternities, etc.) are populated by the younger, under 21, students and not well attended by the older, married, experienced students. This may create an attitude on the part of the older students in which they feel they are in school to learn and all activities (including placement) are for "the kinds." The kids--or under 21 students--don't patronize the placement office either, but probably for the same reasons that students in other schools don't.

A medium-sized college located
in a southeastern state.

CASE STUDY: A COLLEGE WITH PREDOMINANTLY BLACK STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

The college is an autonomous unit of the state University System, operating under the policy overview of the University System Board of Regents and the operating overview of the University Chancellor and staff. The placement office is under the Development Office and does not report directly to the president. The Development Office is a new office in the structure, established at the beginning of the current biennium (74-75). We were not able to determine why this new hierarchical feature was established.

1.3.3 Academic Program

The school is divided into three divisions. B.S. or B.A. degrees are offered in all areas. The Division of Education also offers degree and nondegree Teacher Certificate programs. Nursing graduates may take the State Board Examination for license as a Registered Professional Nurse. The three divisions are listed below:

Division of Arts and Sciences

- Department of Art
- Department of Biology
- Department of Chemistry and Physics
- Department of English
- Department of History and Political Science
- Department of Mathematics
- Department of Modern Languages
- Department of Music
- Department of Sociology
- Department of Speech and Theatre

Division of Business

- Department of Business Administration
- Department of Business Education
- Department of Secretarial Science

Division of Education

Department of Elementary Education
Department of Secondary Education
Department of Health and Physical Education
Department of Nursing
Department of Psychology

In addition, there is a Graduate Program offering a masters in Education and a Special Studies Division. The graduate study is provided for in an agreement whereby the State University operates the program on the college campus. Special Studies is a federally stimulated program to provide a curriculum to new students who do not meet the school's academic prerequisites for admission to the college. Such students are enrolled and provided remedial courses to make up deficiencies and retain matriculation. No Federal funds are provided to finance this program and the college has not as yet determined where it belongs in their organizational structure, since, we were told, this duplicates the school's own Special Services Program. Special Services is a tutorial and counseling component designed to test and determine the extent of the entering freshman's academic deficiencies and then to provide the specific courses, tutorial services, or counseling required to bring the student up to the college's standards. All entering freshmen, for example, are required to take a Diagnostic Reading Test and, based on their performance, may be assigned to Developmental Reading or Remedial Reading courses. As assignment to one of these courses is automatic upon admission, students reading at college level may take a proficiency test and test themselves out of the program. In addition, students who do not qualify for regular admission may enter the Summer Trial Program in which they can take non-credit English, Reading, and Mathematics courses to make up deficiencies. Successful completion of these courses can result in matriculation.

These are not unusual programs. Many colleges and universities have some version of them. It is important to note that these are formal programs, integral with the offerings of the college and not patchwork affairs.

The college also provides for the gifted student through other formal programs such as:

- The Early Admission Program - in which an academically gifted student may be admitted as a beginning freshman after his junior year of high school.

- A Joint Enrollment Program - in which an academically gifted student may concurrently complete his senior year in high school and take courses for credit at the college.

- Advanced Placement - in which freshmen may be given course credit for passing various examinations of the Advanced Placement Program administered by the College Entrance Examination Board.

Again, these programs are not unusual, but are noteworthy because they are and have been integral and formal parts of the college curriculum.

2.0 THE PLACEMENT PROCESS

2.1 PRIMARY COMPONENTS

Primary student placement is conducted through and by the placement office. The school also has a Co-op program and a work-study program. The latter program is primarily designed to provide financial assistance to students rather than to enhance their skills or knowledge in their major field of interest and will not be discussed in this report.

There are, according to the Co-op Program Director, about 86 students in the Co-op Program. The present director has only been in the program six months and is not sure of this data. Approximately 70 students are now assigned to perhaps 23 employers. Employers include the U.S. Navy, U.S. Air Force, Kennedy Space Center, Burroughs, and Southern Bell Telephone. The Co-op program produces a newsletter and participating employers are presented there. At present, the Co-op is operating with employers acquired under previous directors. Plans are underway to correct this situation. One such plan mentioned was the possibility of starting a student cleaning service, with Co-op students performing maid and janitorial services for people who would hire them in the local community. The need for this sort of program was said to be due to the fact that income to Co-op students is insufficient from the Co-op jobs to last through the students' on-campus period.

Additional programs are being designed or have been designed to assist students to raise their grade levels. Present requirements for the program require a 2.0 or 2.5 grade point average (of a possible 4.0) and employers are looking for students with higher averages. Early tutorial and counseling programs are being developed to respond to this demand.

2.2 SECONDARY OR SUPPORTING COMPONENTS

None of the faculty interviewed actively engage in placement activities. However, each instructor interviewed indicated a lack of employers in the community and a desire to follow procedure (i.e., referral to the placement office) should an employer or student request placement assistance.

3.0 THE COLLEGE PLACEMENT SERVICE

The college's placement office is quite impressive with respect to its organization and material produced to support or advertise its activities. As a result, much of the material provided by the college has been utilized in the subsections that follow.

3.1 ADMINISTRATION AND STAFF

As mentioned previously, the placement office is under the overall direction of the Development Office. Officially known as the Career Planning and Placement Office, it consists of the placement director, assistant director, secretary, and four student assistants.

The staff administer and coordinate the Career Planning and Placement program which includes the following: To motivate students' more serious self-exploration, schedule on-campus recruitment, continue and improve present activities and services; increase the holding in the career information library; contact, visit, and discuss employment opportunities for potential college graduates with a wider range of potential employers; improve efficiency in the handling of employment solicitation and referrals, alumni placement, and graduate school information. Placement for displaced teachers; design and distribute accurate and timely printed materials; conduct special seminars for faculty, students, potential employers, and vital community persons; coordinate placement and career activities with the staff of the counseling and testing center, cluster programs, and cooperative education program, institutional research director; provide training opportunities for the professional staff that will result in a more effective operation program, attend and participate in professional conferences and workshops related to career planning and placement activities; seek off-campus part-time jobs and summer employment for students.

3.2 FACILITIES

The placement office is located on the first floor, to the rear, of the Administration Building. The building is very old, well-maintained, but in a poor state of repair. The placement office is located across the hall from the large school auditorium. This auditorium and open classrooms can and are used for placement office-sponsored conferences and seminars.

The placement office itself consists of two secretarial stations, four offices--one of which is the placement director's office--another has been converted into a room containing four interviewing cubicles and the remaining offices are for the assistant director of placement and student aides. An anteroom, large enough to contain a large conference table and chairs, serves three of the offices. The walls of this room and some of the offices contain the placement library.

3.3 SCOPE OF SERVICES

The Office of Career Counseling and Placement Services is open daily from 8:00 a.m. to 5:00 p.m., Monday through Friday. Evening hours are scheduled as necessary to accommodate recruiters and students. Although the normal recruiting calendar is from the beginning of October through May, the professional staff is available throughout the year for any desired assistance.

Employers are accommodated on a first-come first-serve basis when scheduling recruiting dates. Scheduling is encouraged by periodic mailings sent to employers who have previously recruited at the campus.

Employers are encouraged to list their vacancies with the Office of Career Counseling and Placement Services. All positions received by the office are channeled to the appropriate staff member for fast and accurate services.

Qualified candidates for a vacancy are notified of the position and employers are forwarded a listing of those contacted for their own use.

Referral on students is made on the basis of career counseling interviews with placement personnel and the guidelines students set themselves concerning work preference and location. Students' records and their work-status are continually updated.

Job listing service provides a monthly bulletin giving announcements, interview information and job offers.

Alumni wishing to secure placement center assistance are welcomed. Persons returning from military service and interested in new positions in business, industry, and education involving a wide range of occupations are also invited to use the placement service. The job-seeker is asked to complete a new personal data form in order to bring his/her file up-to-date.

3.4 PROGRAM MANAGEMENT

3.4.1 Budget

The school has a budget of approximately $6,000,000. $3,361,000 is supplied by the state. The school contributes approximately $7,063 to the operation of the placement office, exclusive of salaries and facilities.

3.4.2 Monitoring and Reporting System

The office of the Director of Development is two doors down from the placement office; thus, observation and regular meetings provide an informal monitoring system. More formally, there are annual reports and internal self-evaluations or critiques.

3.5 INTERNAL AND EXTERNAL INTERACTION

3.5.1 Administration--Management--Staff

At one time, placement reported directly to the President or Dean for Academic Affairs (the informal assistant president). The placement office was chaired by a dean but the office has been downgraded, the title "Dean" removed from the placement chief and a supervisory or coordinating body inserted between this office and the office of the president.

3.5.2 Staff--Faculty

The placement office has provided extensive programs to get faculty involved in placement through the following means:

- Creation of a "Board of Directors" consisting of faculty members from each of the schools to guide its services.
- Developing and providing many Career Day and Faculty Awareness Programs which require faculty involvement or serve the faculty.
- Personal meetings, memos, speaking tours in classes, etc.

Yet, it is our impression that the faculty, though cooperative and not at all antagonistic, is content to let the placement office do all placement-related work, from career counseling to employer contact and solicitation.

4.0 UNIQUE ASPECTS OF THE PLACEMENT PROGRAM

None.

5.0 ULTRASYSTEMS' EVALUATION

Upgrading is evident throughout the campus in the new construction; the developing lawns; increased interest in Special Studies; and greater demands on students for higher grade averages, as evident in the Co-op Program. Organizational structure has undergone changes under the new administration (the president was installed five years ago), and, although it looks as if he got off to a slow start, he appears to be effective in upgrading the school. The placement office, though lacking in refinements (inadequate interviewing space and need for a placement librarian), is better developed administratively and procedurely than many schools we have seen. It lacks credibility with students and a good many employers. It has, in the past, concentrated its efforts on seniors and alumni (which students resent), but without strong community support or a strong academic reputation for the school, it is easy to see why this occurred. The placement office indicated it was going to direct more of its efforts to nonseniors and an upgraded college should help considerably with out-of-area employers and local employers as well.

A large university located
in a southeastern state.

CASE STUDY: A UNIVERSITY WITH PREDOMINANTLY BLACK STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

The State Board of Education governs the university through Executive Officers for the University System and Administrative Officers for each of the three distinct clusters: the original campus area, the new campus, and a freshman area.

The operation of the university is achieved through the following key officers:

The President

The Vice President

The Dean of the University

The Dean of Student Affairs

The Business Manager

The Comptroller

The President of the University has been at his position for less than a year. Several organizational changes are in process, but a specific plan was not available. The Placement Office is being reorganized. Previously, the office reported to the Dean of Student Affairs.

1.3.3 Academic Program

The academic program of the university is organized into three academic units. The Junior Division is responsible for the academic and personal growth of freshmen. Also, the Junior Division supervises sophomores who have not qualified for admission to a college or school of the university. The academic units include:

Junior Division
College of Agriculture
College of Arts and Humanities
College of Business
College of Education
Special Education
Division of Vocational Education
College of Engineering
College of Home Economics
Continuing Education
Division of Military Science
College of Sciences
The Graduate School
The School of Law

Several of the colleges consist of departments, e.g., the College of Arts and Humanities, and the College of Sciences.

1.3.4 Student Population

The following breakout is taken from a report dated December 12, 1974:

	Male	Female	Total
Freshman	1559	1376	2935
Sophomore	1323	1185	2508
Junior	501	591	1092
Senior	371	382	753
Unclassified	218	179	397
Graduate	100	119	219
Part-time students	791	1109	1900
	4863	4941	9804

Approximately 343 students are non-black. According to the Dean of the University there were about 8,685 students enrolled during the spring semester.

2.0 PLACEMENT PROCESS

2.1 PRIMARY COMPONENTS

The university has a formal placement and career counseling office. This facility is designed to assist students, alumni and faculty in obtaining satisfactory employment.

2.2 SECONDARY OR SUPPORTING COMPONENTS

In 1974, the university placement office, through the office of the President, created placement and career counselors in the various colleges of the school. The director indicated that this action was necessary because the size of the student body limited effective communications. These counselors are regular faculty members--some are deans. There are regular meetings held with the counselors by the placement office to coordinate activities. Faculty performing this service do not have a full teaching load, so that there is time necessary to perform this activity. This group of counselors is known as the Placement Council.

The Cooperative Education Office and the Testing Service also participate in placement and counseling of students.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

Until recently, the Placement Director reported to the Dean of Student Affairs. The new reorganization has not clearly identified the administrative organization to whom the placement office will report. Presently, the placement office reports to the Vice President of Student Personnel Services. The staff consists of the Placement Director, a career counselor, a secretary, and a clerk.

3.2 FACILITIES

The placement office is located in the Academic Building on the far west end of the campus. The placement office's facility is about 75' by 20'. It consists of a private office for both the placement director and the counselor, a secretarial and reception area, an occupational library and reading room, and eight private rooms for employers to use during student interviews.

3.3 SCOPE OF SERVICES

The placement function is concerned with:

- Career counseling
- Job placement counseling
- Job placement

These services are offered to graduating seniors, graduate students, alumni, and faculty.

3.3.1 Career Counseling

Career counseling is an official function of the placement office. One full-time person performs this function. Also, the Director of Cooperative Education is deeply involved in career counseling. Additional career counseling is achieved through the Placement Council and faculty advisors, as assigned. There are other forms of student counseling available through the academic units, the personnel dean's office and the residence halls.

3.3.2 Job Placement Counseling

Job placement counseling is offered on an individual basis by the placement office, the Co-op Director, the Placement Council, and the faculty. Group counseling is achieved through workshops, seminars, and orientation programs presented by the placement office. These programs offered by the placement office are specific and are designed to inform students what employer interviews are like, what kinds of questions an interviewer is likely to ask, and mechanical procedures such as preparing resumes, letters, and other forms of communications. The Placement Office Manual is given to each student. This manual provides details on the job placement process. Samples of letters, etc., are included. The student has very precise procedures to follow in using the placement office's interview services. A student missing three interviews is unable to sign-up for any more interviews. This technique discourages students from not showing for the employer interviews.

3.3.3 Job Placement

The placement office's activities are designed to maintain a constant level of employers on campus to provide the necessary interaction and exposure for the students. The placement office notifies students of the schedule of employer visits to the campus and

- maintains an interview schedule;
- coordinates employer visits to the colleges; and
- maintains files on students.

A number of forms are used to maintain the placement office-employer-student dialogue. The forms consist of the following:

- Recruitment information form for students
- Teacher recruitment information form
- Interview data sheet for employer use
- Registration for employment form
- Student appraisal rating form

A form letter is used to forward confidential file information to employers.

3.3.4 Special Programs and Services

The Placement Council (consisting of seven Placement Counselors) and the use of an informative placement manual constitute broader service activities than those found at many of the other colleges visited. Also, a well-developed and organized vocational library helps students in the decision-making process.

The Placement Director is planning to develop a special orientation program for white students who appear to have some difficulty with employers coming to the campus to recruit black students.

3.4 PROGRAM MANAGEMENT

3.4.1 Budget

The Career Counseling and Placement Office budget is $45,000. The U.S. Department of Health, Education and Welfare has awarded the placement office a $10,000 grant. This grant is included in the overall budget.

3.4.2 Monitoring and Reporting Systems

The student files are maintained for five years. They may remain active beyond this period at the student's request. A form letter is issued each year to graduates in the active file. The placement office will continue to provide service to graduates until they are notified otherwise, or until the student's file becomes inactive.

3.5 INTERNAL AND EXTERNAL INTERACTION

3.5.1 Administration - Management - Staff

The placement operation at this university is well-established. It is regarded as an effective operation by administrative personnel and faculty. The Director has good access to top administrators, academic deans, and faculty members. Through the Placement Council, the placement office has strengthened its role on the campus and its visibility. The placement director wants the faculty to participate fully in the counseling and job placement operation. The placement director is attempting to increase faculty involvement in assisting students to learn interviewing techniques, resume construction, and letter writing.

3.5.2 Staff - Faculty

The placement office maintains a high level of communications activity with the faculty.

3.5.3 Staff - Students/Alumni

Use of the counseling and placement service is a voluntary choice made by the student. Apparently, many students are using the placement office and are receiving benefits. Daily traffic to the placement office is around 200 students per day. Many of these students are in the library gathering information on companies and reviewing interview schedules.

3.5.4 Staff - Industry

The placement office maintains a good rapport with employers. This activity is dual since the placement office and the Co-op programs work closely together. They exchange information, contacts, and resolve industry-related problems. During the year, 1,200 recruiters, representing 450 employers, were on campus. Although the economy forced some companies to cancel their recruitment visit, the placement office was able to replace these companies with new ones.

4.0 OTHER CAMPUS PLACEMENT SERVICES

The Co-op Director's office is located on the new campus in one of the engineering buildings. This program is a joint venture between industry and the university and allows students to alternate semesters of paid employment in their career interest and semesters of on-campus study. The Director is aggressive and manages an active program. The program involves assisting about 150 students each year in finding jobs and providing career counseling to about 230 students. Most of the students interacting with the Co-op program are juniors and seniors. Thirty-five percent of the Co-op students accept employment with the Co-op employer after graduation.

The Co-op Director works very closely with the placement office. Approximately 50% of the employer contacts for the Co-op program participation are received from the placement office.

The Co-op Director evaluates employer and Co-op student performance through on-site visits. Also, files are maintained on students in the Co-op program to determine the kinds of jobs they accept and the success ratio of Co-op program experience.

5.0 ULTRASYSTEMS' EVALUATION

5.1 THE COLLEGE PLACEMENT SERVICE

The placement office operation at this university appears to be a model operation. This model would be useful in assisting the development of placement office programs at other universities. The large number of students in a graduating class, upwards to 700, suggests that additional staff could be effectively utilized by the placement office for counseling and job placement. Also, the budget is limited to sustain a quality placement program. Existing success has resulted from the placement office's ability to appropriate necessary resources from within the university and from industry. Location of the placement office in a central section of the campus would improve visibility and access.

5.2 ADMINISTRATION AND FACULTY INTERACTION

Relationships with the administration, staff, and faculty are good, although additional orientation programs would be useful in improving their effectiveness and attitudes toward career counseling and job placement. There are 396 faculty members available to assist about 8,500 students.

5.3 STUDENT ATTITUDES AND RESPONSE

The students were friendly and cooperative. Some had been helped in finding employment, some had not. There did not seem to be any bitterness toward the university. However, the economy of the country appeared to be on trial.

5.4 SUMMARY AND CONCLUSIONS

The university has a good academic program and quality support services. The administration, staff, and faculty are dedicated. They want the university to have a good name and reputation. Overall impressions of the university were very favorable.

A large university located
in a southeastern state.

CASE STUDY: A UNIVERSITY WITH PREDOMINANTLY WHITE STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

A placement office specifically identified as a "placement office" does not appear on this university's organization chart (nor does a Financial Aid office), although these titles are used in the school announcement, bulletin, and phone directory. Placement is performed by the organization identified as "Career Information." The head of this organization, the Director of Placement, is also the Dean of Student Services--the superior function to Career Information. She reports to the Vice President for Student Affairs, who in turn reports directly to the President of the university. The office of the Vice President for Student Affairs is just across the hall from the placement office.

1.3.3 Academic Program

The university has an open admissions program, offering 12 associate degrees, three undergraduate degrees, and eight graduate degrees in almost 200 subject areas, on a quarter system, in both evening and day classes. Extension classes are offered both on and off campus.

Off-campus activities include an on-base degree program at an Air Force Base, college cooperative programs and inter-institutional cooperative programs with two other universities, and a year-round study program in Rome, Italy. The inter-institutional cooperative program permits students enrolled at either university to freely take courses at either school for full credit at their home school and at home school costs. Although mentioned in the University Bulletin, this program was not as well advertised, it seemed to us, as was the Rome studies program.

The academic program is organized in the Division of Admissions, Basic and Career Studies, three schools, and six colleges. The Division of Admissions, Basic and Career Studies, appears to be an administrative catch-all designed to perform those administrative functions designed to mold the student into an acceptable model and deal with a less prestigious two-year education. Included within this division are functions such as:

- Orientation
- Monitoring student academic performance
- Coordinating associate degree programs
- Counseling

Orientation: A three-day orientation session is held in the summer prior to the regular fall enrollment period. During this period, new entering students are registered for courses, receiving initial academic "counseling," (based in part on scores from the American College Test each student is required to take prior to orientation), and participate in various lectures and tours describing the university, programs, and organizations. Included in these lectures is a brief presentation of the placement office by placement personnel. Students are not required to register with the placement office at this time and students we interviewed did not seem to recall the placement office having been presented at this time. (This is predictable since a lot of things are being "thrown" at the freshman at one time, but it is indicative of the value of such a presentation, especially where the placement office does not have additional freshman-oriented programs, which this university's placement office does not.)

Monitoring Academic Performance: The university has adopted a policy of open enrollment. Theoretically, it cannot--subject to its own population limitations--refuse enrollment to any student requesting admission. All entering freshmen are enrolled in the Basic Studies Division for their first quarter and must achieve a specified grade point average in order to enter a college or avoid probation or suspension, if their averages are too low. A grade point of 3.0 is required for entry into a college after the first quarter, which gradually is reduced to 1.5 in the fourth quarter. Students unable to achieve a minimum for entry into a college may drop out or obtain an Associate Degree (2-years). Students enrolled in a college and failing to make a 1.5 average are dropped into the Basic Studies Division.

Associate Degree Programs: The degrees offered through the Basic Studies Division parallel those offered by the colleges, albeit they are not as extensive. The Basic Studies Division is actually a paper vehicle, in this case, since the courses and related academic counseling are provided by the appropriate specialized college. This Division is significant to placement in that students (freshmen) are virtually forced to declare a major immediately upon entry. There are no general academic programs in the Basic Studies Division which enable a student to survey the vocational areas available at the university. A Basic Studies student will get English, Math, and his own declared specialty in all programs. He will not get Sociology, Economics, or courses outside of his own specialty unless he elects to take them or the responsible department decided to require the course.

Counseling: Career counseling is available to the student only if he initiates contact with the placement office or the Career Counseling Center or a faculty advisor refers him to one of these offices. Some career counseling or advisement is available to students in the three-day summer orientation period, but over two thousand students attend these sessions each year and the value of this counseling is obviously limited. None of the students interviewed mentioned significant career counseling at enrollment. Students did mention receiving counseling, mainly by faculty, after they were well into their majors, and several students mentioned having changed their majors at least once.

1.3.4 Student Population

Enrollment figures for 1974-75 indicate a total student population of 7,967. Almost 60% of the total enrollment is male and about 9% are black. About 20% of the undergraduates are classified as seniors.

2.0 THE PLACEMENT PROCESS

2.1 PRIMARY COMPONENTS

There are numerous organizations involved with placement at the university. So many, in fact, that we were not able to sort them all out during our brief 5-day visit. Placement activities can be characterized as follows:

Placement Office: The formal placement organization--all students are required to register in the quarter prior to graduation and most do. Service is primarily directed to seniors and the placement office indicated approximately 1,400-1,500 seniors receive service each year. Of this total, 1/2 of the contacts were "very, very casual," 1/4 require a lot of help that doesn't require a lot of handling, with 1/4 of the contacts "you must make an impact."

School Placement Office: One School, the School of Forestry, performed placement exclusively for its own students. None of the other schools did this. The program operated by the School of Forestry is a complete one and includes getting students on forestry internship-type jobs, counseling, teaching resume and job application procedures, referring students to job openings, and developing job openings when required.

The Dean of the School of Forestry operates a small, very personal program. For example, his desk is placed so he has full view of the reception counter from his office. The Dean regularly looked over to the reception counter and called to each student entering with reference to reports owed, letters of application for jobs not completed, and things of this nature. We were also privileged to watch as he notified a student of a possible job offer received, he helped the student with an application letter, and set up a time schedule for reviewing and mailing the letter.

Co-op Programs: Several Schools and departments within Schools operated their own Co-op programs. Several Deans interviewed gave us the impression that these programs were operated by the departments. Nevertheless, students and a few faculty members seemed to indicate that the programs were created, maintained, and operated by individual faculty members. We could not resolve this question, within the time limits, but it is an important question since faculty-initiated programs generally leave when the faculty member leaves.

2.2 SECONDARY PROGRAMS

Similar to the formal Co-op programs mentioned above is an informal sort of Co-op program which seems to be in operation. Due to the isolation of the university, some faculty members periodically arrange tours, conferences, and part-time jobs for students on an individual basis. It was not possible to determine how extensive this practice is.

In addition, faculty members regularly receive calls from employers for possible employees. These are generally referred directly to faculty members most likely to be able to fill the slot if the faculty member receiving the call knows such a person. Otherwise, the opening is referred to the placement office.

The Alumni Association, with the exception of the School of Forestry, does not appear to play a significant part in formal placement activity. Several persons interviewed--faculty, staff, and students--expressed the opinion that the Alumni Association did not have much impact in the area of placement. Yet, in attempting to discern the depth and extent of Co-op programs, informal conferences, etc., we got the impression that individual alumni were a significant factor in making these activities work. In other words, it appears to this "outsider" that the assistance provided placement by alumni is, in the aggregate, significant.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The placement office reports directly to the Vice President of Student Affairs whose office is just across the hall from that of the placement office. The Director of Placement who has held the position of Director for twenty years also has held the position of Dean of Student Services since 1973. As Dean of Student Services she is responsible for supervising or overseeing the Counseling Center, Religious Center, and Health Center.

Other placement staff includes one professional (in addition to the Director) and three classified or civil service clerk-secretary positions. In addition, the office receives 60 hours per week of student assistance (work-study). The students perform such tasks as errands, organizing the placement library, etc.

3.2 FACILITIES

The placement office occupies the space of approximately three large offices in tandem, with no interviewing walls. The rear section, approximately the size of a single large office is composed of student files; the front section, also occupying the space of a single large office contains the placement library, and the middle, consists of a section containing two enclosed offices (for the professionals) and three secretarial stations in front of the enclosed offices.

Private interviewing space for up to eight employer-interviewers is available and other space can be obtained on an "as available" basis on campus.

3.3 SCOPE OF SERVICES

The placement office registers seniors and any other students seeking full-time employment assistance. Students seeking assistance in seeking part-time employment are also provided assistance but the office does not emphasize part-time employment and places minimal emphasis on this type of service. Of the 1,400-1,500 seniors who register with the placement office each year (senior placement is one of the stations in the registration process), about "half are seen very casually" meaning they are only seen at registration, about 1/4 of that group "use a lot of help that doesn't require special handling" meaning that they use the placement library, register for interviews by employers, or drop by the office, ask simple questions, and leave. The final 1/4 of the 1400-1500 students seen are those with which "you must make an impact."

About 100 students are helped with summer jobs and maybe two dozen receive counseling from this office. Given the existence of a Counseling Center, this office stops, or tries to stop, short of providing students with counseling, preferring instead to refer as many counseling situations to the Counseling Center as possible.

A new Career Library is being developed separate from that in the placement office, with the assistance of the Psychology Department and the Counseling Center. It is located apart from the placement office library.

No special services are provided black students. The placement office does not sponsor Career Day programs and the placement director was very careful to emphasize that the placement office provided a personal type of service. Students interviewed seemed to have an opposite view.

3.4 PROGRAM MANAGEMENT

3.4.1 Budget

The Vice President of Student Affairs stated he had no idea what the school budget was or that of the placement office. The placement director stated that she had no idea of the total budget but did consult a notebook and determined that the placement office's budget was $42,000/annum including salaries. She complained that Xerox costs were very high. (Use of the Xerox machine in the placement office was shared with the rest of the school.)

The Budget Officer for the school said that the budget for the last fiscal year was approximately $11,900,000. The placement office's budget was $51,520, including salaries of $49,000 but excluding overhead (office space, lighting and heating) and excluding student labor costs, postage expenses, local telephone expense, computer time, xeroxing and printing and mimeographing. Printing is done labor-free by the school, although users must supply their own paper.

Although there is a discrepancy of approximately $10,000 in the budget information supplied by the placement director and the Budget Officer, it is possible that the information given by the placement director was not current.

The Budget Officer stated that the cost accounting system was being revised and that in the next accounting period the placement office, as other departments, would be charged for services such as postage, telephone, and computer time.

3.4.2 Monitoring and Reporting System

There is no formal monitoring or reporting system. The Vice President said he can get all the operating information he needs to know by asking the Director of Placement or reading the placement office annual report.

3.5 INTERNAL AND EXTERNAL INTERACTION

3.5.1 Administration--Management--Staff

All persons interviewed in each of the subject groups expressed high regard for each other.

3.5.2 Staff--Faculty

All persons interviewed in each of the subject groups expressed high regard for each other. The Director of Placement expressed a high regard for the Dean of the School of Forestry. Other department faculty said they refer a lot of students and employers to the placement office.

3.5.3 Staff--Students

Vocal students complained a lot about the placement office. Only the students in the School of Forestry ever initiated unsolicited favorable comments about placement services offered on campus. The favorable statements were only made in reference to the School of Forestry's placement services.

4.0 UNIQUE ASPECTS OF THE PROGRAM

None.

5.0 ULTRASYSTEMS' EVALUATIONS

5.1 THE COLLEGE PLACEMENT SERVICE

This team was faced with several problems that it did not experience on visits to other schools. First, this university and its counterpart in the state were the largest schools this team visited during the course of the study. Secondly, both schools were approaching graduation and it was determined that priority must be given to finding seniors and administering the senior interviews. Thirdly, both university placement offices requested, at the last minute, that their schools not be included in the study. Since it was too late to find comparable schools to use as substitutes, we had to resort to extreme persuasion to get them to agree to be included in the sample. Thus, when we arrived on campus, we were welcome, however, if we had been scheduled at a more convenient time, we might have been more welcome.

Since the universities were just ending their formal school term, seniors were difficult to find. Instructors and other faculty were often absorbed in end-of-term work and, if they could be located, were cautious in talking to us since we did not have the active assistance of the placement office in arranging interviews with them. (All the placement offices would agree to do was to confirm that our activities were known to school officials and cooperation with us was not prohibited.)

This set of circumstances could not help but influence our work, perhaps detrimentally. First, we cannot say we got an accurate view of senior thoughts. We simply could not be as careful as in prior studies, insuring that our sample was proportionately similar to senior characteristics of sex and major. Second, the schools were so large and faculty so difficult to find that we eventually simply interviewed whatever faculty member would speak to us. We do not know how representative faculty responses are and our sample at this university is definitely too small. (Five completed interviews.)

5.1.1 Overall Impression

This is a large university and as such it has developed hierarchies and procedures to deal with all situations we observed. For example, the Basic Studies Program is officially the place where the student gets university adjustment-type counseling; more personal counseling is delegated to individual instructors and counseling of a psychological type is delegated to a Counseling Center, and individual services such as the placement office can perform the kinds of counseling most relevant to their service. The difficulty exists not in affixing responsibility to each group for the service it is designed to provide but delivering all the services an individual student needs to that student. In the counseling example above, an instructor presumably will counsel a student academically. The nature of the counseling will be best in the instructor's major field of interest and, probably, not quite as good in other areas. How then does an instructor with no counseling training to speak of recognize deficiencies in a student's approach to placement?

This last question sounds like a non sequitur to the preceding discussion. It is, and this is exactly the problem that the placement office at this university is faced with. The placement staff is too small to serve all 8,000 students individually. It is even too small to handle 1,500 students individually. It is our impression that the placement office tacitly recognizes this. Thus, it provides all the services a placement office should have, does most of the things one would expect of an aggressive placement office and then does not follow through. This insures that the office will get enough activity to keep them in business but creates a screen through which only the number of students it can effectively handle are handled.

For example, the placement staff participates in the Freshman Orientation Day lecture series. Orientation is ordinarily a time of confusion, excitement and adventure to new students. How can he or she be expected to absorb anything expressed in a lecture and remember it when he needs the information? Very few seniors ever remembered any sort of placement lectures given for any placement-related purpose except as presented by an instructor as part of a class.

The student is then (except for occassional and irregular lectures given by placement personnel) left alone by the placement office until his senior year when he is required to complete placement registration papers at the time he registers for senior term classes. If during the course of his time at school the student needed a job, he could ask for help from his department. If the department was active in placement, some students would be referred to jobs by the department. Those students whose academic performance was high might get jobs; others would be referred to the placement office and the department can say it fulfilled its responsibility. Since the placement office does not, by its own admission, expend much effort in finding part-time or summer job openings, it does not seem likely that very many non-seniors will get jobs. Thus, the screening effect again. What will a student or his friends think of a placement office that does not find him a job when he wants one? Will these impressions suddenly become favorable in the senior year?

5.1.2 Special Note on the School of Forestry

The School of Forestry is relatively small (less than 500 students) which simplifies the problem of reaching students. Nevertheless, it was the only organization at the university which received kudos from students with respect to placement. In our brief observation of placement activities at this School (less than three hours) the Dean of the School of Forestry threw more examples of placement activity at us than we could handle in a report such as this. Coverage was complete--summer, part-time, senior, graduate-oriented placements, resumes, letters of application, career and life planning, and other emphases in the classes. We might have been more cautious in this statement were it not for the fact that students both at the main campus and forestry campus confirmed the activity.

The point is that follow-up can be done, placement can be integrated with classes in what is essentially an occupation-oriented university, and impersonalization need not occur in large organizations.

A medium-sized college located
in a mideastern state.

CASE STUDY: A COLLEGE WITH PREDOMINANTLY WHITE STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

It was not possible to obtain an organization chart. However, it was determined that the Director of Placement and Career Development reports to the Vice President for Student Affairs who in turn reports to the president of the college.

1.3.3 Academic Program

The college offers courses of study in the arts and sciences and in teacher education leading to the Bachelor of Arts and Bachelor of Science degrees. The college also offers the degrees of Master of Education and Master of Science in Management.

Majors are offered in the following fields:

Art
Biology
Business Administration
Chemistry
Early Childhood Education
Elementary Education
Economics
English
General Science
Geography
Health and Physical Education
History
Mathematics
Modern Foreign Languages & Literature
Music
Physics
Political Science
Psycnology
Social Science
Sociology
Speech and Theatre

Minors are offered in the fields above except Elementary Education and Social Sciences. In addition, minors are offered in Business Accounting Concentration, Computer Science, German, and Philosophy.

1.3.4 Student Population

In the years since its founding, the college has grown from its original enrollment of 57 students to an enrollment of 2,700 full-time students.

We were provided a copy of the college Fact Book which, among other things, gives complete demographic data on students. A brief summarization of some of the information contained this publication follows.

The 1975 senior class full-time enrollment was 514. Racial breakdown by sex was the following:

White male	242	(47.1%)
White female	255	(49.6%)
Black male	8	(1.6%)
Black female	8	(1.6%)
American Indian male	0	--
American Indian female	0	--
Oriental/Asian male	1	(0.2%)
Oriental/Asian female	0	--
Spanish-surnamed male	0	--
Spanish-surnamed female	0	--
Total white seniors	497	(96.7%)
Total black seniors	16	(3.1%)
Total other seniors	1	(0.2%)
Total male seniors	251	(48.8%)
Total female seniors	263	(51.2%)

Enrollment by program area was the following:

Art	22	(4.3%)
Biology	14	(2.7%)
Business Administration	6	(1.2%)
Chemistry	5	(1.0%)
Early Childhood Education	24	(4.7%)
Elementary Education	99	(19.3%)
Economics	10	(2.0%)
English	13	(2.5%)
General Science	0	--
Geography	22	(4.3%)
Health and Physical Education	66	(12.8%)
History	21	(4.1%)
Mathematics	20	(3.9%)
Modern Foreign Lang. and Lit.	14	(2.7%)
Music	25	(4.9%)
Physics	3	(0.6%)
Political Science	31	(6.0%)
Psychology	35	(6.8%)
Social Science	31	(6.0%)
Sociology	35	(6.8%)
Speech and Theatre	6	(1.2%)

As one can see, the majority of the 1975 senior class was white (96.7%), and majored in the field of education (Early Childhood, Elementary, and Health and Physical Education--total 36.8%).

The total 1974 fall semester undergraduate population was 2,756. Of this total, 2,577 (93.5%) had legal residence within the State; 178 (6.4%) out-of-state; with 1 (0.1%) having legal residence outside of the United States. 1,576 (57.2%) resided on campus in a residence hall.

2.0 THE PLACEMENT PROCESS

2.1 PRIMARY COMPONENTS

The college operates a placement office whose official title is Office of Placement and Career Development. The placement office provides service in the areas of credentials processing, recruitment, and individual and group help with career planning. A program of assistance in helping students secure summer and holiday employment is also available.

In addition to the placement office, the Education Department also operates a placement service within their Office of Field Experiences. Teacher Education students file their placement papers during their professional semester. Teacher placement interviews are arranged with the public school systems of the college's home state and other states.

It should be added here that as of July 1975, the placement office will assume the responsibility of providing placement services to Teacher Education students.

2.2 SECONDARY OR SUPPORTING COMPONENTS

Additional placement activity was uncovered in the following areas.

1) Counseling Center: The college has a Counseling Center which, in the area of placement services, provides students with vocational testing and some career counseling. But, for the most part, the Center concerns itself with personal counseling.

2) Public Affairs Internship Program: The college operates a Public Affairs Internship Program which places senior Political Science majors with a wide variety of offices of national, state, local, and regional government agencies, as well as in quasi-governmental agencies functioning at various levels of government with which they deal. Although the program is not set up to provide placement services per se, a by-product of its activities is career counseling, career-related work experience, and career job placement.

3) Veterans Office: The Veterans Affairs Office provides vets with career counseling and part-time job placement. The office operates an aggressive job-solicitation program through telephone and in-person contact with employers.

4) Academic Departments: Within the college's various academic departments, we uncovered the usual informal job placement and counseling assistance offered students by members of the faculty. Two departments--English and Psychology--had informal follow-up programs.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The placement office staff consists of one full-time director and one full-time secretary. The secretary is paid with CETA money.

3.2 FACILITIES

The placement office is located in a multipurpose building which is adjacent to the college's administration building. Four rooms are allocated for placement office use. One large room serves as the placement director's office, with the remaining two rooms being utilized for the career and job information library and for recruiter-student interviews. The placement office's career and job information library is combined and operated jointly with the Counseling Center's career library.

3.3 SCOPE OF SERVICES

3.3.1 Student Counseling

The placement office provides individual and group help for seniors with career or graduate school planning. Specific areas of assistance are resume writing, interviewing skills, job search techniques, and advice about tests and applications.

3.3.2 Job Placement

The placement office offers part-time, summer, and full-time job placement service. This is accomplished through on-campus employer/student interviews and student referrals made to organizations who have listed employment opportunities with the placement office.

3.3.3 Special Programs and Services

The placement office sponsors mini-career nights within the various academic departments and two student groups. The first group is for seniors who sign up to meet once a week to discuss resume writing, interviewing skills, graduate school applications, career trends, etc. The second group is made up of underclassmen who meet once a week to explore career ideas and goals.

This fall the placement director is going to offer a two-credit career orientation and planning course primarily designed for seniors. It will be an activity-based course, using both lecture and laboratory format, which will provide students the opportunity to explore occupational interests, the world of work, and career alternatives.

The placement director also makes classroom presentations on career planning, interviewing skills and decision making, and participates in community career programs such as the National Alliance of Businessmen Career Guidance Institute.

3.4 PROGRAM MANAGEMENT

3.4.1 Marketing and Public Relations

"On-campus" methods to inform and involve students and faculty in placement office activities is accomplished through the following means:

1) The bulletin explains placement office services.
2) Mass mailing every fall to all seniors telling them about placement services.
3) One day a year "sets up shop" in the student center to hand out placement office literature and answer any questions.
4) A Placement and Graduate School Manual is available in the placement office.
5) The placement office advertises its various activities in the college newspaper.
6) Recruiter schedule and job openings are posted on the placement office bulletin board which is just outside of the placement office.
7) The placement office sends a copy of job orders to appropriate academic departments.
8) The placement director attends various faculty meetings and offers placement input.

9) The placement director organized a Placement Committee made up of administrators, faculty members, and himself. The Committee operates as an advisor to the placement office.

10) The placement director submits an annual Placement Office Summary to Administration and Department Chairmen.

The placement office's "off-campus" marketing and public relations are conducted in two ways:

1) Every other year the placement office mails letters to prospective recruiters.

2) The placement director makes some telephone calls to prospective recruiters.

3.4.2 Monitoring and Reporting System

At this time, the placement office does not keep any formal records on services provided. The placement director does submit an annual summary of placement office activities to the Vice President for Student Affairs. But the only "hard" data in the 1973-74 report was the number of active (137) and inactive (53) student files.

The placement director did inform us that he mails a questionnaire to graduates who are registered with the placement office to determine their employment status.

3.4.3 Budget

We asked the placement director what his annual budget was and he responded that he didn't know. So we asked his boss, the Vice President for Student Affairs, what the placement budget was and she said she didn't know. It seems the placement office budget is incorporated into the total student affairs budget. We find it hard to believe there is not a further breakdown but this information was not available to us.

The placement director was asked how he would use the money if he had a larger budget. His response was he would spend more time and effort on reaching students and employers. Apparently, this would be done by hiring an additional staff member.

3.5 INTERNAL AND EXTERNAL INTERACTION

3.5.1 Administration--Management--Staff

Administration/placement office staff interaction was uncovered in the following areas:

1) The placement director organized a Placement Committee made up of administrators and faculty members. The Committee wrote a statement of philosophy and goals for the placement office which was submitted to the college president.

2) The placement director submits a copy of his annual General Summary of placement activities to various administrators and members of the faculty.

3) The placement director submits formal writeups to various members of the college's administration on his feelings and philosophy on the school's long-range academic planning.

4) The placement director established a sharing relationship with the Director of the Veterans Affairs office who offers job placement services to veterans.

3.5.2 Staff--Faculty

The placement director informed us that he does not have a formal program for coordinating his efforts with faculty members who perform career counseling or assist students in obtaining employment. But faculty does interact with the placement office in the following ways:

1) The placement office sends a copy of job orders received to Department Chairmen.

2) The placement director recently established a formal liaison with the English, Geography, Art, and Physical Education departments. This relationship involves the sharing of information regarding career trends, job openings, graduate school information, and help for majors in those departments.

3) In cooperation with faculty, the placement director conducts mini-career nights within various academic departments.

4) The placement director takes part in faculty meetings.

5) The placement director organized a Placement Committee which includes members of the faculty. The Committee operates as an advisor to the placement office.

6) The placement director submits a copy of his annual Placement Summary to Department Chairmen to keep them informed on placement activities.

3.5.3 Staff--Students--Alumni

The placement office-student interaction, for the most part, takes on three forms: First, when the placement office informs students of its services (section 3.4.1). Second, if and when a student chooses to avail himself of placement services. If he does choose to do so, he must make a trip to the placement office where he most likely will: (1) Inquire about general information. (2) Use the career and job information library services. (3) Make an appointment for counseling. (4) Inquire about full-time, part-time, and/or summer job opportunities which are posted on a bulletin board just outside of the placement office. (5) Establish a credential file. (6) Sign up for an employer recruitment interview.

If a student avails himself of services 5 and 6, he must fill out forms at which time a placement file is started and maintained on him. He also receives written information on how to write a resume, how to interview, etc.

The third area of placement office-student interaction we uncovered results when students take part in special activities such as the placement office's mini-career nights, career groups, etc.

The only placement office-alumni interaction we uncovered results from graduates who are registered with the placement office receiving an inquiry from the placement office on whether or not they have obtained employment.

3.5.4 Staff--Industry

As far as we could ascertain, the only placement office--employer interaction results when the placement office mails out letters every other year requesting that employers recruit on the campus and when recruiters interview students on campus.

4.0 OTHER PLACEMENT SERVICES

4.1 FORMAL

As stated in section 2.1, the Education Department operates a placement service within their Office of Field Experiences. Teacher Education students who wish to avail themselves of the services must register and complete the necessary placement and credential forms, at which time a file is started and maintained on them. The placement services offered registrants are as follows:

1) Twice a year Teacher Education student rosters are mailed to every school district in the state. The rosters list all Teacher Education seniors, their school and home telephone numbers and addresses, their academic area of concentration, and their employment availability data.

2) School districts are invited to conduct recruiter-student interviews on campus.

3) Mails student credential file anywhere student requests.

4) Six times a year a follow-up questionnaire is mailed to all registered Teacher Education graduates to determine their employment status. If the graduate responds he is still seeking employment, then the Field Experience Office will attempt to find employment for him.

As previously mentioned, we also uncovered formal or organized placement services in the following areas:

1) The Counseling Center provides students with vocational testing and career counseling. But their services in this area are not formally coordinated with the placement office.

2) The Public Affairs Internship Program, whose primary purpose is to provide students with academic-related work experience, also provides their enrollees with career counseling, and in many cases career job placement with the agency the student interned with upon the student's graduation.

3) The Veterans Office, which is set up to provide veterans with personal, academic, and career counseling, also operates a well-organized part-time and summer job placement service. Last year the Veterans Office contacted approximately 500 local businesses, received and filled 75-100 job orders. The Veterans Affairs Office shares its job orders with the placement office and refers to the same office veterans who are graduated and seeking full-time career employment.

4) The English and Psychology Departments formally follow-up on all of their students by mailing out a questionnaire every year. The questionnaires request career employment information such as job title, salary, etc. The ultimate purpose of the follow-up is to make the English and Psychology programs more career-relevant.

5.0 ULTRASYSTEMS' EVALUATION

5.1 THE COLLEGE PLACEMENT SERVICE

5.1.1 Facilities and Office Atmosphere

The placement director feels his facilities are fine with the exception of the interview room which is not completely private. (There is no door and the walls do not reach the ceiling.) Locationwise, the placement director felt the office was fair. The placement office is adjacent to the Counseling Center and Financial Aid Office, which we feel is excellent for attracting student traffic.

Spacewise, the reception area, director's office, library room and interview room are of proper size to accommodate the current placement office activities and usage.

The atmosphere of the placement office was pleasant, bright, and cheerful.

5.1.2 Management and Staff Attitudes

The placement director and his secretary were very friendly and most cooperative. They set up all of our interview appointments and assisted our team in every way possible.

It is our observation that the placement director is a diligent worker, really loves his job, and was making every attempt to provide high quality placement services to the students.

5.1.3 Industry Rapport

The recruiter season was completed by the time of our visit, consequently, we didn't have the opportunity to observe placement office staff-recruiter interaction. So, we really do not have a "feel" for this area as it relates to this particular college.

But we do know that aside from school districts very few organizations recruit on the campus. We feel this is due more to the fact that up until recently, it was almost entirely a teacher-training college and because of its isolation from the rest of the world it makes it very difficult to attract recruiters. The college is still humanities-oriented and it is difficult to conceive why a recruiter from, say, General Motors, would want to drive 100 miles from the nearest airport just to talk to white students majoring in History. (Of the 1975 senior class, only 3.2% majored in business administration or economics, with no engineering program offered.)

5.1.4 Administration and Faculty Interaction

The placement office interaction with administration and faculty was found to be relatively high. For instance:

1) The placement director organized a Placement Committee made up of administrators and faculty members. (No other college visited by this team did this.) The Committee wrote a statement of philosophy and goals for the placement office.

2) The placement director submits formal writeups to various members of the college's administration on his feelings and philosophy as it relates to the school's long-range academic planning career employment-wise. (Again, no other placement director visited by this team appeared to get involved with their school's academic planning as it relates to career objectives, etc.).

3) As with some of the other placement directors we visited, the placement director submits an annual report to members of the administration and faculty so as to keep them informed on placement activities and goals.

4) In cooperation with faculty, the placement director conducts mini-career nights within various academic departments.

5) The placement director established a formal liaison relationship with the English, Geography, Art, and Physical Education Departments. This relationship involves the sharing of information regarding career trends, job openings, graduate school information, and help for majors in those departments. (This is excellent. Although many of the placement directors we interviewed said that a formal liaison with the different academic departments should be established, very few had done it.)

The placement director said that he would like to establish this type of relationship with all of the academic departments on campus but, unfortunately, several Chairmen were not willing to cooperate. They felt job placement was not one of their responsibilities and one or two went so far as to state that they felt the college should not even have a placement office.

5.1.5 Effectiveness

a. Qualitative: Based on our visit to this college and other colleges and universities, we feel the placement office provides a moderate level of service to the school's student body.

At this time we would like to comment on what we feel are the weak and strong areas of the placement program and/or factors which contribute to these areas. First, the weak:

1) Isolated location of the college. It may be beautiful and serene to be located in a mountain town of 7,000 but when you are 100 miles from the nearest major airport, it may be rather difficult to get big companies to recruit on your campus.

2) College's strictly liberal arts program and attitudes of many faculty members who feel the school shouldn't be in the career preparation and job placement business.

3) Newness of the placement office. (Three-years-old and only one year with a full-time director.)

4) Lack of strong program to bring new companies on campus for recruitment purposes. (The Placement Director must be careful not to let the college's location keep him from making a strong attempt to bring more recruiters on campus.)

5) Lack of a monitoring and reporting system or statistical means to determine effectiveness of program.

Second, the strong:

1) It is our feeling that the placement director is one of the most capable we encountered during this team's ten college visits.

2) The Placement Committee is a definite asset.

3) The placement director's involvement in the input of information concerning the college's long-range academic planning.

4) The placement office's establishment of a formal liaison with several academic departments.

5) Career information library in terms of both space and substance.

6) The placement office being situated next to the Counseling Center and Financial Aid office.

b. Quantitative: The absence of accurate data precludes us from making any positive statements concerning the effectiveness of the placement program in terms of interview/placement ratio, etc. But we do know how the placement office's customers feel about the effectiveness of the placement office's services. Please refer to section 5.3, Student Attitudes and Response, for tallied data on how the seniors perceive the placement office.

5.1.6 Unique Aspects of the Program

The one unique aspect of the placement program at this college is the Placement Committee. As previously discussed, the placement director organized a committee made up of administrators and faculty to serve in the capacity of advisor to the placement office. This is an excellent way to get administration and faculty involved in the placement activities and aware of the placement office's problems and needs.

5.2 ADMINISTRATION AND FACULTY SUPPORT

As previously mentioned, the placement office reports to the Vice President for Student Affairs. We interviewed the Vice President and found her rather uninformed on placement office activities and its needs. Whether or not this indicates a lack of support for the placement office, was not determined. When asked how she would rate the overall effectiveness of the placement office, she responded, good.

We also interviewed three additional administrators, one of whom gave the placement office an effectiveness rating of very good, and two who had no comment in response to this question.

In response to our question, "How would you rate the placement function to other factors that constitute the total educational process in the college setting?" three administrators said, "equally as important," with one having no comment.

Nine faculty members were interviewed and when they were asked how important the placement function is as viewed by the college's administrative personnel, one responded, "high importance," two said, "moderate importance," two said, "low importance," with four having no comment.

Based on our interviews with the nine members of the faculty in terms of the response to specific questions, we would have to conclude that faculty support of the placement process is moderate. As previously mentioned, five of the faculty said they were moderately familiar with the placement operation. (Three said, highly familiar, and one responded, low.) In the area of frequency of contact with the placement office, one faculty member responded, high; four, moderate; with four saying their frequency of contact was low. Of course, the low frequency of contact could be the fault of the placement office and not a lack of faculty support. But it must be remembered that the placement director told us that many faculty members on campus did not feel it was a college's responsibility to offer students a placement service.

In rating the overall effectiveness of the placement office, one faculty member responded, outstanding; two said, very good; one, mediocre, with five having no comment.

5.3 STUDENT ATTITUDES AND RESPONSE

Thirty eight students (approximately 7% of the 1975 senior class) were interviewed. Of the 38, 60.5% had availed themselves of the services offered by the placement office. The services they received, with the number of students who received each service, are shown as follows:

Registration/information/library services......	5	(21.7%)
Career planning counseling.....................	7	(30.4%)
Interview counseling...........................	4	(17.4%)
Job placement counseling.......................	2	(8.7%)
Resume preparation assistance..................	13	(56.5%)
Employer interview appointments................	5	(21.7%)

It is interesting to note that more students availed themselves of the career planning counseling and resume preparation assistance than of recruiter interviews. This is the only college we visited where the employer interview service was not number one in terms of student utilization.

When the 38 students were asked how they would rate the overall effectiveness of the placement office, none responded outstanding; 26.3% said, very good; 36.8% said, mediocre; 7.9% said, only fair; with 5.3% responding, poor; and 23.7% having no comment. With a 26.3% outstanding/very good effectiveness rating by the students interviewed, this placement office was far below the 53.7% rating given the placement office of the other school we visited in the same state.

The students seemed to have two major areas of dissatisfaction concerning placement service. First, 42.1% felt the placement office was not doing a good job at informing students of their services. Second, 18.4% said the placement office only did a fair job at attracting recruiters in their area of specialization, and 29.0% said the placement office did a poor job in this area.

In concluding this section, we wish to comment on the seniors' response to our question: "Through what mechanism do you think you will most likely obtain your first job after graduation?". But first, the tabulated results:

My own efforts.............	86.8%
Placement office...........	10.5%
Instructor's assistance....	10.5%
Relative's assistance......	13.2%
Friend's assistance........	10.5%
Other or No comment........	5.3%

The above data would seem to indicate the majority of the seniors interviewed do not have confidence that their placement office will produce positive job-seeking results for them.

A medium-sized college located
in a mideastern state.

CASE STUDY: A COLLEGE WITH PREDOMINANTLY BLACK STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

The director of the Career Planning and Placement office reports to the Vice President for Student Affairs.

1.3.3 Academic Program

The college offered the following major degree programs in the fall of 1974:

Undergraduate (B.A. or B.S. Degree)

- Biology
- Chemistry
- Criminal Justice
- English
- General Science
- History
- Mathematics
- Social Science
- Early Childhood Education
- Elementary Education
- Industrial Arts Education
- Special Education, General
- Teacher Training in Adult Education
- Nursing

Graduate (M.Ed. Degree)

- Correctional Education
- Special Education
- Rehabilitation

1.3.4 Student Population

The 1973-74 full-time undergraduate enrollment at the college was 1629. Of the total, 127 (7.8%) were of a race other than black. The 1974 senior class graduated 314. Breakdown by major is as follows:

Special Education	94	(29.9%)
Elementary Education	86	(27.4%)
Early Childhood Education	45	(14.3%)
Social Science	41	(13.1%)
English	10	(3.2%)
History	9	(2.9%)
Adult Education	8	(2.6%)
Mathematics	8	(2.6%)
Industrial Arts	5	(1.6%)
Biology	4	(1.3%)
Chemistry	2	(0.6%)
Criminal Justice	2	(0.6%)
General Science	0	
Nursing	0	

As one can see, the majority of the 1974 graduates majored in the field of Education (Special, Elementary, Early Childhood, and Adult--total 74.2%).

The majority of the students most likely come from the local area. There are no on-campus housing facilities.

2.0 THE PLACEMENT PROCESS

2.1 PRIMARY COMPONENTS

The college operates a placement office whose official title is Office of Career Planning and Placement. The placement office is organized to assist undergraduates, graduating seniors, graduate students, and alumni to make satisfactory employment contacts. The service includes the referral of seniors and graduates for full-time employment, undergraduates for part-time and summer employment, and placement assistance to alumni.

Graduating seniors must register with the placement office. For those who do not plan to use the service immediately, the filing of the placement application, involving the securing of reference reports, insures that an adequate personnel record is on file for any necessary future use. The accumulated facts serve as a basis for the college in answering inquiries about its graduates. Staff members and graduate assistants may use the placement service at any time.

2.2 SECONDARY OR SUPPORTING COMPONENTS

Within the college's various academic departments, we uncovered the usual informal job placement and counseling assistance offered students by members of the faculty.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The placement office consists of one full-time director, one full-time assistant director, and a full-time secretary. The assistant director is paid through special funding which expires this summer. At the time of our visit, the placement director was not sure if funding would be made available to rehire his assistant for the coming year.

3.2 FACILITIES

The placement office is located in the college's administration building. Four rooms are allocated for placement office use. One room serves as the reception area and secretary desk space. Two rooms serve as the placement director's office and the assistant director's office, with the remaining room being utilized for recruiter-student interviews. There is no career and job information library room nor space for library materials and publications.

3.3 SCOPE OF SERVICES

3.3.1 Student Counseling

The placement office offers individual and group counseling in the selection of career objectives and assists students and alumni in the planning of job campaigns.

3.3.2 Job Placement

The placement office offers part-time, summer, and full-time job placement service. This is accomplished through on-campus employer-student interviews and student referrals made to organizations who have listed employment opportunities with the placement office.

3.3.3 Special Programs and Services

During the 1973-74 school year, the placement office sponsored three Career Days, one for government, one for business and industry, and a graduate school Career Day.

The placement office also arranged to have the National Alliance of Businessmen Youth Motivation Task Force spend three days on campus. The purpose of the Task Force is to bring disadvantaged youth into direct contact with successful businessmen and women from origins similar to their own for the purpose of motivating them to remain in college and to plan toward meaningful careers.

Finally, in the area of special services, the placement office brought guest speakers on campus to lecture to classes on career planning and placement topics and sponsored an on-campus U.S. Civil Service Commission administering of the Federal Service Entrance Examination.

3.4 PROGRAM MANAGEMENT

3.4.1 Marketing and Public Relations

The placement office "on-campus" methods to inform and involve students and faculty in placement activities are accomplished through the following means:

1) The College Bulletin explains placement services.

2) The placment director holds career planning sessions with every incoming-student orientation class. The students are provided career information so as to stimulate an awareness of early career planning.

3) The recruiter schedule is mailed to seniors in December.

4) If a senior has not voluntarily registered with the placement office, then a letter is mailed requesting that he do so.

5) The recruiter schedule is sent to every academic department. Instructors are requested to read to the senior classes and then post on department bulletin boards.

6) The recruiter schedule and job openings are posted on the placement office bulletin board which is just outside of the placement office.

7) The placement office annual report is distributed to administration and department chairmen.

The placement office "off-campus" marketing and public relations program is conducted in the following ways:

1) Letters are sent to employers requesting that they recruit on the campus.

2) Letters are sent employers requesting that they fill any part-time job openings with students.

3) Letters are sent employers requesting they place the college on their job opportunity mailing list.

4) Letters are sent to employers requesting they participate in Career Day activities.

5) Seventy to seventy-five telephone calls are made each year by the placement director to prospective employers.

6) The placement director, on occasion, has visited companies.

7) In the summer of 1974, an ad telling about the college's placement office was placed in the local black newspaper.

3.4.2 Monitoring and Reporting System

The placement office maintains annual records on the number of seniors registering with the office; number of students registering for part-time work; number of employers recruiting on the campus; and post-graduation status of all seniors (employment, school, military, etc.). The latter is accomplished through a post-graduation mailer to all graduates.

The above statistical data is incorporated into an annual report which is submitted to the Vice President for Student Affairs. We were provided a copy of the report for 1973-74 which also describes the placement office services; lists the organizations that recruit on the campus; lists the various special activities sponsored by the placement office; and makes several recommendations on how to improve the placement program.

3.4.3 Budget

The placement office annual budget breakdown is as follows:

Director	$18,667
Assistant Director	10,000
Secretary	8,102
Supplies	500
Equipment	300
Travel	100
Services	100
Equipment replacement	100
Fixed charges	100
Total Staff	$36,769
Total (other)	1,200
Total	$37,969

The director's salary is paid out of the Financial Aid Office budget. The assistant director's salary is paid through a special fund. As we previously mentioned, the money used to pay the assistant director's salary will not be available for the coming year. At the time of our visit, the placement director said replacement funds may not be made available, in which case he would lose his assistant director.

The placement director also informed us that he, with the assistance of the College Placement Service, Inc., had written a proposal requesting federal funds for the placement office. We were provided a copy of the proposal which outlines the monies requested and how it would be spent.

Finally, in the area of budget, etc., we asked the placement director how he would use the money if he had a larger budget. His response was that he would have money to keep his assistant on staff, hire a vocational counselor, purchase or lease a xerox machine, purchase an electric typewriter, and sponsor more workshops, seminars, etc.

3.5 INTERNAL AND EXTERNAL INTERACTION

3.5.1 Administration-Management-Staff

As far as we could ascertain, the only formal interaction between the placement office and administration results when the placement director submits his annual report to the Vice President for Student Affairs.

Undoubtedly, there could be more such as policy meetings but we didn't uncover any.

3.5.2 Staff-Faculty

The placement director informed us that he does not have a formal program for coordinating his efforts with faculty members who perform career counseling or assist students in obtaining employment.

But the faculty does interact with the placement office in the following ways:

1) The recruiter schedule is sent to every academic department. Instructors are requested to read to the senior classes and then post on the department bulletin board.

2) Various members of the faculty allow the placement director to speak to their classes concerning placement activities.

3) Faculty members participate in the placement office-sponsored Career Day activities.

4) The placement director submits a copy of his annual report to all department chairmen.

3.5.3 Staff-Students/Alumni

The placement office-student interaction for the most part takes on three forms: First, when the placement office informs students of its services (section 3.4.1). Second, if and when a student chooses to avail himself of placement services. If he does choose to do so, he must make a trip to the placement office where he most likely will:

1) Inquire about general information.

2) Make an appointment for counseling.

3) Inquire about full-time, part-time, and/or summer job opportunities which are posted on a bulletin board just outside of the placement office.

4) Establish a credential file.

5) Sign up for an employer interview.

If a student avails himself of services 4 and 5 above, he must fill out forms at which time a placement file is started and maintained on him. He also receives written information on how to write a resume, how to interview, etc.

The third area of placement office-student interaction we uncovered results when students take part in placement office-sponsored special activities such as the various Career Days, lectures, or the on-campus Federal Entrance Examination, etc.

The only placement office-alumni interaction we uncovered results when graduates receive the placement followup questionnaire in the mail.

3.5.4 Staff-Industry

We uncovered placement office-industry interaction in the following areas:

1) Written communication as when the placement office sends letters to employers inviting them to recruit on the campus, requesting they fill their part-time job openings with college students, inviting them to participate in Career Day activities, and requesting they place the college on their job opportunity mailing list.

2) Telephone calls made by the placement director to employers concerning the above-mentioned subjects.

3) Company visits by the placement director.

4) Employer participation in placement activities, such as the government Career Day, business and industry Career Day, Youth Motivation Program, various placement office-sponsored seminars, the on-campus Federal Service Entrance Examination, and the part-time, summer, and full-time job placement program.

3.5.5 Staff-Student and Professional Groups

None.

4.0 OTHER PLACEMENT SERVICES

4.1 FORMAL

None.

4.2 INFORMAL

The usual placement assistance provided students by various members of the faculty.

5.0 ULTRASYSTEMS' EVALUATION

5.1 THE PLACEMENT OFFICE

5.1.1 Facilities and Office Atmosphere

The placement director feels that he does not have adequate facilities and we must agree. His office has virtually no reception area, no library space, and only one interview room. Even his office is so small that a sign above the entrance states--"Maximum Occupancy-1."

As far as location is concerned, we found the office almost impossible to locate. It is situated on the third floor of the college administration building. It is definitely not in the mainstream of student traffic, not necessarily because of the location of the building it is housed in, but because of its location within the building.

5.1.2 Management and Staff Attitudes

We found the placement director and his staff friendly and most cooperative. They set up all of our interview appointments and assisted our team in every way possible. They also appeared to have healthy attitudes toward their work and the students they are to serve.

5.1.3 Industry Rapport

The recruiter season was completed by the time we got to the college, consequently we didn't have the opportunity to observe placement office staff-recruiter relations. So, we really do not have a "feel" for this area.

But we do know that this college had the lightest recruiter schedule of the five black colleges this team visited. This is probably due more to the fact that the placement program is by far the newest of the black schools visited and because the college offers no business and engineering programs which would draw more recruiters to campus.

5.1.4 Administration and Faculty Interaction

As previously stated, the placement director reports to the Vice President for Student Affairs. We didn't uncover any involvement by the Vice President in placement activities. But he is the recipient of the annual placement report and the 1973-74 edition of this report appears to be rather thorough in describing placement activities, needs, etc., so reading it should keep the Vice President abreast of what is going on placement-wise.

In the area of placement office-faculty interaction, as previously mentioned, the placement director has no formal program for coordinating his office's career counseling and job placement activity with members of the faculty who provide students with the same services. The placement office does keep the faculty abreast on placement activities such as the recruiter schedule and utilizes faculty members in the annual Career Day activities.

Even with the above, however, it is considered that placement office-faculty interaction at this college was rather moderate. As a matter of fact, when we quizzed the eight faculty members interviewed on their frequency of contact with the placement office, two responded, high: one said, moderate; with three saying, low; and two stating that they had no contact at all.

5.1.5 Effectiveness

a. Qualitative: Based on our visit to this college and other colleges and universities, it is considered that the placement office provides only a moderate level of service to the school's student body.

At this time we would like to comment on what we feel are the weak and strong areas of the placement program and/or factors which contribute to these areas. First, the weak:

1) The placement office facilities. As previously mentioned, the office has little space and is in a poor location.

2) Lack of career and job information library. (The placement director said he doesn't have the space for it.)

3) Newness of the placement operation, less than three years. We assume time will bring about more programs and general improvements.

4) Lack of program to utilize influential alumni in placement activities.

Second, the strong:

1) The placement director appears to be making a strong attempt to bring new organizations on campus for recruitment purposes.

2) Two full-time professionals on staff. (We assume that two can do more work than one.)

3) Student PR. (The placement office must be doing something right to gain student acceptance. Of the ten colleges we visited, this placement office received the third highest "overall effectiveness" rating from the seniors interviewed.)

b. Quantitative: As before, none.

5.1.6 Unique Aspects of the Program

None.

5.2 ADMINISTRATION AND FACULTY SUPPORT

We interviewed the man to whom the placement director reports and found him informed on placement activities. Whether or not this indicates a form of support is difficult to say. In response to our question "How would you rate the placement function to other factors that constitute the total education process in the college setting?" the gentleman said, "Most important factor." However, our impression is that the placement office only garners a moderate amount of administrative support.

In the area of faculty support, based on interviews with eight members of the faculty in terms of response to specific questions and our own intuitive feeling, said support is considered to be moderate. Three of the faculty said they were highly familiar with the placement operation. But one responded, moderate; and four said, low, in response to the same question. In the area of frequency of contact with the placement office, as previously mentioned, two faculty members said, high; one, moderate; with three responding, low; and two saying they had no contact with the placement office at all. Of course, the low frequency of contact could be the fault of the placement office and not a lack of faculty support.

In rating the overall effectiveness of the placement office, one of the faculty members interviewed said, outstanding; two said, very good; two responded, mediocre; with four having no comment.

5.3 STUDENT ATTITUDES AND RESPONSE

One hundred and ten (approximately 35%) of the 1975 senior class were interviewed. Of the 110, 67.3% had availed themselves of the services offered by the placement office. The services they received with the number of students who received each service is as follows:

Career planning counseling..........	15	(20.3%)
Interview counseling................	31	(41.9%)
Job placement counseling............	30	(40.5%)
Resume preparation assistance.......	30	(40.5%)
Employer interview appointments.....	36	(48.7%)

In response to our question asking the seniors how they would rate the overall effectiveness of the placement service, the answers were as follows:

Outstanding...........	7.3%
Very good.............	46.4%
Mediocre..............	25.5%
Fair..................	8.2%
Poor..................	2.7%
No comment............	10.0%

With 53.7% of the students interviewed giving the placement office either an outstanding or very good rating, this placement office received a significantly higher rating then that given the other college visited in the same state.

But, 19.1% of the seniors felt that the placement office was not doing a good enough job at informing students of placement services. Of course, this was a complaint heard at every college visited. Even though 19.1% is a substantial amount, this college still had the second lowest negative response in this area.

The graduating seniors were asked to respond to the question: "Through what mechanism do you think you will most likely obtain your first job after graduation?" The tabulated results were as follows:

My own efforts	75.5%
Placement office	17.3%
Instructor's assistance	1.8%
Relative's assistance	8.2%
Friend's assistance	16.4%
No comment	13.6%

The above data would seem to indicate the majority of the seniors interviewed at this college do not have confidence that their placement office will bring job-seeking results for them. But even at that, more seniors listed the placement office as a possible job-finding mechanism than all of the colleges visited by this team, with only two exceptions.

A medium-sized college located
in a southeastern state.

CASE STUDY: A COLLEGE WITH PREDOMINANTLY BLACK STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 CITY AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

The college is governed by the Board of Trustees. The Board elects the college president who in turn is responsible for administration of the college programs. There are five major divisions reporting to the college president. These include:

- Vice President for Administration
- Vice President for Fiscal Affairs
- Vice President for Academic Affairs
- Assistant Vice President for University Relations
- Dean for Student Affairs

The Director of Career Planning and Placement is under the Office of the Dean for Student Affairs.

1.3.3 Academic Program

The academic program is organized into the School of Education, the School of Industrial and Technical Studies, the School of Liberal Studies, the School of Business and Economics, and the Graduate School. These five schools are composed of a number of divisions, departments, and programs. The Graduate School offers programs leading to the degrees of Master of Science in Education, Master of Arts in Teaching, Master of Science in Teaching, Master of Business Administration, and a sixth year degree, Specialist in Education.

1.3.4 Student Population

The predominantly black student enrollment has increased over 100 percent, from 2,300 in 1966 to 5,960 in 1974. In particular, the Graduate School has experienced an 800 percent increase, from 132 in 1966 to 1171 in 1974.

The undergraduate enrollment represents 80 percent of the total student body or 4,789 students. Of this total, approximately 93 percent are in a full-time program while only 20 percent of the graduate students are enrolled full-time. The ratio of men to women is 1:1.14.

Ninety-four percent of the students are residents of the home state, 5.5 percent are from out of state, and .5 percent are foreign students. White or minority students number about 327, or approximately 6.6 percent of the student body.

2.0 THE PLACEMENT PROCESS

The primary component in the college placement process at this college is the College Career Planning and Placement Office (CCPPO) which receives strong support and cooperation from the various schools, divisions, and departments, as well as from the administration.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The College Career Planning and Placement Office (CCPPO) is administered through the Office of the Dean for Student Affairs. The Acting Director of Career Planning and Placement reports to the Associate Dean of Student Affairs for Counseling Services who in turn reports to the Dean for Student Affairs who reports to the president of the college.

The Director of Career Planning and Placement operates with a staff of five professionals and three secretaries.

In addition, five college students perform administrative duties on a part-time basis.

3.2 FACILITIES

The CCPPO occupies the entire floor of a building which houses most of the college administrative services. Although it is centrally located on campus, it is somewhat away from the mainstream of student activity which seems to occur around the Student Union Building.

The facilities include a library, five small interview rooms, two student examination rooms, a student workroom, two counseling offices, a joint Co-op and industry liaison office, the director's office, secretarial and reception space, a conference room, and various file and storage areas. The office is clean and modern.

3.3 SCOPE OF SERVICES

The College Career Planning and Placement Office offers two basic services:

- Career counseling
- Job placement

These services are complemented by special programs in the areas of:

- Cooperative Education
- University/Industry Clusters

The following paragraphs will discuss each of these services and programs in more detail.

3.3.1 Career Counseling

The placement office currently employs two full-time counselors with a primary responsibility to work with freshman students in coordinating their career goals with their academic objectives.

Members of the placement staff speak with freshmen during their orientation. Questionnaires are distributed to each student and evaluated by the placement office. Students with an interest in career counseling are sent a follow-up letter inviting them to set up an appointment with the placement counselor. During the initial meeting between the counselor and student, the student is encouraged to talk about his interests and to take the Self-Directed Search Test.

A cumulative file is maintained for each student during the course of his undergraduate counseling. A staff member may meet with a student anywhere from one to six times, depending on the student's individual needs. Personal counseling is provided for students, if necessary.

Students are also encouraged to visit the placement office on an informal basis to take advantage of the career planning and graduate study resources available.

Each year an "Annotated Bibliography of Career Information" is compiled by CCPPO which presents all of the various resources and reference material available in the placement library.

Career information is displayed on bulletin boards in the placement office as well as around the campus. Career news and other information is published in the campus newsweekly to keep students abreast of what is happening in various career areas.

Members of the placement staff take an active role in conducting seminars and speaking to various classes, clubs and dormitory sessions on the importance of career planning and introducing students to the resources available through the placement office.

Resume preparation and interview preparation services are provided primarily for seniors who will be actively interviewing for jobs.

3.3.2 Job Placement

Job placement activities undertaken by the CCPPO at the college include:

- Maintaining interview schedules and recruiting programs for employers who visit the campus.
- Organizing an extended file of employment opportunities available to students.
- Listing summer and part-time jobs appropriate to a student's career interests and abilities.
- Maintaining an alumnus mailing list in order to inform alumni of career employment vacancies.

These services are discussed in more detail in the following paragrahs.

a) Interview and Recruiting Program

At the beginning of each school year, seniors and graduate students are asked to register with the placement office in order to maintain an up-to-date mailing list. Recruiting schedules of recruiter visits to campus are sent to these students on a monthly basis.

Various methods are employed by the Career Planning and Placement Office to encourage recruiters to come to the college campus. These include:

- Sending letters to established recruiters during the summer months inviting them to return during the recruiting season.
- Sending recruiting packs to both established and potential recruiters which include letters of invitation, recruiting calendars, and recruitment forms for company officials to designate desired length of interviews, majors of interest, etc.
- Working with various "contact" people to encourage more recruiters to visit the college campus.
- Attending professional meetings and inviting new recruiters.

- Following up new or potential recruiters referred to CCPPO by graduates, intern students, university friends, and other contacts.

- Publishing on an annual basis a report entitled "Graduates Available for Employment" in order to expose graduates to potential employers in various school systems, businesses, and industry.

Any student desiring an interview with a recruiter in the placement office must sign up for it in advance. Company literature and other materials such as college interview forms are given to the student in order to ensure that students are familiar with the companies with which they are interviewing.

b) Employment Opportunity Files and Notices

A Job Hunters' Bulletin Board is located in the placement office to inform students of job vacancies received by the office. In addition, the college placement library contains resource literature on most companies with forty or more employees that offer possible employment opportunities.

Reference materials include a recruiting index machine giving corporate structures of major companies, microfiche records of openings received by the State Employment Service, and a variety of publications which include actual job offers. These are:

- Association of School, College and University Staffing (ASCUS)

- Teaching Binders

- Nonteaching Binders

Any job offers or continuing education opportunities received by the placement office are included in these binders.

In addition, various publications, newsletters and magazines are available to students in the placement library.

c) Summer and Part-Time Job Placement

The placement office helps students to find summer and part-time jobs during their matriculation at the college. The procedures used by the CCPPO to find jobs include the following:

- Call potential employers
- Canvas potential employers
- Receive calls from employers seeking part-time help
- Contact potential employers as a result of information obtained from various sources
- Contact various "friends" of the college to help locate jobs

Students seeking part-time employment are asked to fill out a form for part-time work which is then kept in their folder. As a job becomes available, a student whose name appears in the folder is contacted, depending on the original date of his or her application.

d) Services to Alumni and Nonalumni

Along with the services provided for seniors and graduate students, the CCPPO also offers assistance to alumni and nonalumni in job placement.

When an individual requests placement assistance, the CCPPO compiles a confidential credential folder which contains three photographs, pertinent information on the individual, and evaluations prepared by employers or professors, at the student's request.

The folders are used by CCPPO to contact students, alumni, and nonalumni as employment opportunities become available and to maintain an active mailing list to keep the individuals informed on monthly recruiting schedules.

For one year after graduation, alumni receive free service from the placement office (i.e., information about jobs, job vacancy notices, etc.). At the end of that one-year-period, an alumnus must register with the placement office to receive the above-mentioned services. A $3.00 registration fee is required. The alumnus will then have his credential folder updated and placed in the active files.

A $5.00 registration fee is required for all nonalumni who wish to establish a folder in the placement office and to take advantage of other services offered to alumni.

3.3.3 Cooperative Education Program

An important function of the Career Planning and Placement Office is the administration of the Cooperative Education Program. The program was based on the concept that:

> There are certain facts of every profession for which students are preparing that cannot be taught in the classroom. These facts can be more readily acquired through direct, on-the-job experience and working with professionals who are already successful in the field.

The program was initiated in the 1964-65 academic year, when a list of potential Co-op employers was obtained from the local Civil Service office and invitational letters were extended. Today the program includes employers from both government and private industry.

The following procedures are used in the implementation of the Co-op program:

1) Class visitations are used to help explain the Co-op program in an effort to recruit more students.

2) Visits are made to various local companies twice per week in search of new Co-op jobs.

3) Attend Co-op professional meetings to find new sources.

4) From time to time, various agencies and/or companies are invited to the campus to recruit for Co-op.

5) Notices are sent over the campus to inform students that recruiters will be on campus, which majors they are interested in, etc. If student records are on file for Co-op participation, students' availability is ascertained.

6) Information about Cooperative Education Opportunities is sent to students and departments in an effort to recruit more Co-op interns.

7) Co-op packs, brochures, etc., are given to students in an effort to promote the program.

8) Co-op students are evaluated at the end of each work assignment by their employer. A letter along with the evaluation form is sent to the students' department. A letter is sent to the Registrar's office at the beginning of each quarter with the names of Co-op interns on it. A notation of the students' internship is recorded on his or her transcript at the end of their senior year. As of March 1974, students were allowed to receive academic credit for Co-op internship if they register as such with the college.

During the 1973-74 academic year, thirty-nine students were employed over periods of twelve to sixty weeks with fifteen different agencies and organizations. Of the students participating in the program, about 95% were employed upon graduation with their Co-op organization.

The university plans to greatly expand its Cooperative Education Program over the next three-to-five years with primary concentration on placing more Cooperative Education interns with local businesses.

3.3.4 University/Industry Cluster Program

Another major function that operates through the CCPPO is the University/Industry Cluster Program. A "cluster" is a partnership between business agencies and the educational institution. It is generally assumed that both the business element and the educational institution are benefiting from the relationship.

There are currently fifty-five (55) business and college members participating in the University/Industry Cluster at this college.

The cluster meets twice a year--once in the fall and once in the spring. Cluster meetings are usually 2-1/2 days in length. Industry members provide the educational community with many services including summer internships, plant visitations, equipment, etc., and the university, in turn, provides industry with the human resources it needs.

3.4 PROGRAM MANAGEMENT

3.4.1 Marketing and Public Relations

In addition to the various services, programs, and resources discussed above, the Acting Director of CCPPO personally undertakes a variety of marketing and public relations activities as part of his administrative responsibilities. These include, but are not necessarily limited to, the following:

- Plant visitations both within and outside of the state in an effort to increase job opportunities for graduates.
- Preparation of evaluation reports and letters of recommendation for individual students upon request.
- Coordination of "Graduate Visitation Day" for seniors.
- Assisting in "Career Opportunities Day."
- Coordination of "plant visitation" for seniors who have received invitations from various companies.
- Sponsorship of a "Federal Employment Outlook Conference" on an annual basis.
- Sponsorship of "Career Week" for veterans and seniors in cooperation with the Office of Veterans Affairs.
- Corresponding with Federal agencies on an annual basis with a list of graduates in the upper ten percent of their classes who are qualified to receive direct appointments to Federal jobs at the GS-5 level.
- Contact is maintained with over six hundred recruiters from business, industry, government, education systems, and graduate schools.
- Serving on a number of major campus, city and state committees to maintain exposure for the college.
- Mailing out more than 30,000 pieces and processing more than 150,000 pieces of written communication received by the CCPPO annually.

3.4.2 Records, Follow-Up Reports and Controls

CCPPO maintains a variety of student records and reference folders, undertakes follow-up reports and has an established system of controls in the overall administration of the placement office.

a) Records. Some of these records and folders were mentioned under previous sections. In summary, they include the following:

(1) Credential Folders - Pertinent information and evaluation on students requesting job placement services.

(2) Job Vacancy Folders - All job vacancies are listed in these folders so that qualified students, alumni and non-alumni with established credential folders may apply.

(3) Plant Visitation Folder - Includes a listing of students who have received invitations from recruiters--for the purpose of internal planning.

(4) Summer Intern Folder - Listing of students who have offers for summer internships--for internal planning.

(5) Job Offer Folders - Listing of persons who have received job offers--for internal planning and publicity.

(6) Scholarship and/or Fellowship Folder - Contains a listing of continuing education opportunities.

(7) Summer Jobs Folder - Contains a listing of summer jobs known to placement office.

b) Follow-up Reports. Each year CCPPO publishes a "Survey Report of Graduates" and "Masters Degree Graduates." This is a comprehensive survey presenting information on:

(1) Graduate starting salaries

(2) Job satisfaction

(3) Relationship of job to major field of study

(4) Unemployment vs. underemployment

(5) Geographic location

(6) Continuing education

These factors are considered instrumental in determining the success and/or failure of the college's graduates.

The procedure used to gather data includes the following:

(1) Employment follow-up forms are sent to each graduate.

(2) If the above-mentioned employment follow-up form is unanswered, follow-up telephone calls are made to graduates' relatives or friends in order to obtain job information required in survey.

c) Controls. Formal controls have been established by CCPPO to evaluate internal management and to report program progress to superiors. These include:

(1) Monthly reports tabulating the number of students using the CCPPO for Career Counseling, Placement, Occupational Information, General Counseling. The report designates the responsible staff member, the students' grade level and the disposition of the case.

(2) Monthly reports of students signing up for interviews and those who do not show after signing up.

(3) Annual Report of the Career Counseling and Placement Office which outlines the year's objectives and the tasks accomplished.

3.4.3 Budget

Over the past two years, the CCPPO has been operating on a budget of $91,000. However, the budget represented funds originating from three sources, as shown below:

- Regular University Budget
- Cooperative Education Grant
- Grant for Advanced Instructional Development and Placement (AIDP)

Because the college is no longer considered a developing institution, AIDP funds will not continue to be available as in the past. During the 1974-75 fiscal year, the sources and application of funds for CCPPO are as follows:

Sources		Application
University Budget	$26,000	Salaries - Director, 2 Secretaries
Co-op Ed. Grant	28,000	Salaries - Co-op Coordinator, Counselor, Secretary
AIDP	23,000	Salaries - Industry Liaison Counselor
	1,000	Supplies
	$78,000	
Cluster Donation	3,000	Discretionary
	$81,000	

The budget will be reduced in Fiscal Year 1976 because AIDP funds for salaries will no longer be available. The total operating budget is anticipated to be $55,000 annually.

4.0 OTHER CAMPUS PLACEMENT SERVICES

There are no other campus placement services at the college.

5.0 ULTRASYSTEMS' EVALUATION

5.1 BACKGROUND

The Acting Director of Placement has held his position for several years. He is continuing a momentum established by his predecessor to develop a comprehensive program of job placement, career counseling, and cooperating education.

5.2 REPORTING STRUCTURE

The College Career Planning and Placement Office reports to the Office of the Dean for Student Affairs. This reporting structure is desirable from the standpoint of the individuals involved. The Associate Dean of Student Affairs was formerly the director of the placement office. Therefore, he has a strong understanding of the program, the problems, and the type of support necessary from the administration. Furthermore, he has established a good rapport with the college President and has made the placement program an integral part of the image the college wishes to publicly project. The positive top level administrative support has permeated the attitudes of the faculty, staff and students, and has created a strong layer of support at all levels.

5.3 PROGRAMS

a. Career and job placement counseling - The career counseling process is an integral part of the overall placement program. Freshman students are asked to fill out a questionnaire identifying their counseling needs. Students who express an interest are personally contacted by the counseling staff for an appointment. These students work with the counselors until they have achieved a desirable direction. The most positive element of this program is the effort to get students exposed at the freshman level to the career planning process. Residual effects are achieved by the physical location of the counseling office in the placement office. Students know where to go for all their career and job placement needs and they begin to know the individuals involved in the various programs. Job placement counseling is offerred primarily to seniors who are interviewing for full-time jobs. Resources are provided on the preparation of resumes, interviewing techniques, company brochures, etc.

b. Recruiting and job placement program - The CCPPO at this college works with students desiring part-time and summer jobs, as well as full-time jobs upon graduation. This again is an important factor in establishing an image with students about where they should go to obtain help in finding jobs. It also allows the staff to familiarize themselves with a student's personality, capabilities and job satisfaction needs. By the time a student is a senior desiring a full-time position, the staff member will understand most of what he needs to known in order to provide maximum assistance to the student.

c. Recruiting program - The recruiting program at the college is also very strong. The reasons for this are as follows: (1) the staff recognizes that developing and maintaining "personal contacts" with employers is essential; (2) it respects the time and resources of the employers by demanding that students meet their appointments or relinquish their opportunity to participate in the program; (3) it maintains a continuity with employers through personal letters and follow-ups; (4) it shows an added interest in the company and the welfare of prospective student employees through plant visitation; and (5) it expands the opportunities for students by not limiting the program to the local area.

d. Cooperative education - The co-op program is an ongoing and expanding program at the college. It appears to have a very strong base and is contributing significantly to the overall placement program. The reasons are as follows: (1) it is a fully staffed program with one program director and one co-op counselor. The staff interfaces strongly and provides administrative support to other placement programs when necessary or desirable; (2) its presence within the placement office increases visability to students, faculty, and the employer community; (3) it relates the work world to the academic world by offering academic credit and allowing the faculty to participate in the evaluation of the students' co-op experience; (4) it has had demonstrated success in placing about 95 percent of its students in full-time positions with their former co-op employers, upon graduation; (5) the involvement of the placement office with co-op allows an opportunity to get to know employers who may also have positions available for students not participating in the co-op program.

e. College/Industry Cluster Program - The industry cluster program has also been very effective in terms of augmenting the overall exposure of the CCPPO in the employer community. Additionally, it provides much needed equipment, expertise, and other resources to the university and establishes a positive image of business and industry with the students. The program is staffed by one full-time professional and complemented by the support and participation of others on the placement staff.

In summary, the programs offered by the CCPPO are individually strong, developing, and supportive of each other. While each program offers a unique service to the students and to the business community, they are also increasing the overall image, exposure, and effectiveness of the placement office as a whole.

5.4 ADMINISTRATIVE AND FACULTY SUPPORT

The strong support of the CCPPO by the administration is evidenced by: (1) the delegation of responsibility to the placement director for the following programs: career counseling, job placement, cooperative education, and the industrial cluster; (2) the budget and staff allocation to support these programs; (4) the location and extent of physical facilities; (3) the strong visability and usage of the program among faculty and students as one which is supported by the administration.

The administration monitors the effectiveness of the programs, requiring an annual report which presents the year's activities and overall effectiveness of the program.

The placement director maintains personal contact with the faculty and routinely provides information to the various departments on the employment trends as they may effect a particular area of academic discipline.

A large university located
in a southeastern state.

CASE STUDY: A UNIVERSITY WITH PREDOMINANTLY WHITE STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

2.0 PLACEMENT PROCESS

Primary components of the formal placement process at the university include:

1) The Department of Placement

2) Student Counseling Center

3) Financial Aid Department

4) The Placement Functions in the Schools of Engineering, Law, Pharmacy, and Business (Chair of Banking)

The Department of Placement basically offers assistance to students, alumni and non-alumni in locating suitable employment in part-time and full-time positions. It collects and maintains a permanent file of credentials for teacher candidates at all levels and provides consultation and information on labor market surveys and available jobs.

The Student Counseling Center provides vocational counseling and testing services and makes occupational literature available to students.

The Financial Aid Department assists students with a demonstrated financial need to locate "work-study" jobs on campus or with nonprofit agencies in nearby communities.

Formal placement services within the Departments of Engineering, Law, Pharmacy, and Business generally include academic and career counseling and job placement.

The secondary components which play an informal, but active, role in the placement process include individual faculty members and various department heads and alumni.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The Department of Placement at the university is administered through the Office of the Dean of Student Personnel. The Director of Placement reports to the Director of Admissions and Records, who in turn reports to the Dean of Student Personnel.

The department operates with two full-time staff members, including the director and his secretary, and four part-time student workers.

As of January 1975, the Director of Placement has held the position for 17 months.

3.2 FACILITIES

The Department of Placement occupies about 800 square feet of office and storage space and shares 450 square feet of entrance and display space on the third floor of the building which houses most of the university administrative offices. Although centrally located on campus, it is not in an area generally frequented by students. At the present time, ten interviews at a time can be conducted in the space available. This includes the following facilities:

- Shared entrance and sign-up hallway
- Director's office
- Reception/secretarial room
- Student form room
- Library/brochure room
- Machine room
- 4 small interview rooms (8x10)
- 2 large interview rooms (8x12)

Two additional rooms are available in downstair offices as needed for interviews.

The director has formally requested relocation and additional space in the new Student Center which is currently under construction. However, at the time the interview was conducted, he was unsure as to whether or not the request would be granted.

3.3 SCOPE OF SERVICES

The Department of Placement at the university provides two basic services:

- Job placement counseling
- Job placement assistance

3.3.1 Job Placement Counseling

Although career counseling is performed primarily by the Student Counseling Center, the Director of Placement assists individuals in identifying occupational roles and becoming aware of available career opportunities. Job placement counseling is performed on an individual basis as needed and the director gives two nights of instruction on conducting interviews and becoming familiar with the agencies and schools which will be on campus.

The university is a member of the College Placement Board and subscribes to the College Placement Service. Information on average starting salaries obtained through the College Placement Service is relayed to the students by the Director of Placement.

Students are encouraged to make a wide range of contacts and to get to know the Director of Placement personally. They are counseled on the value of learning all they can about the companies they are interested in and the qualities that are likely to impact prospective employers.

3.3.2 Job Placement Assistance

Job placement activities are primarily oriented to providing communication of employment opportunities to students, alumni, faculty and employees. Some of the tasks performed in this area include:

a) Establishing and maintaining student credential and personal data files

b) Informing students of on-campus recruiting schedules and employment opportunities which become available

c) Informal tracking of summer or part-time jobs

d) Providing placement services to alumni

e) Maintaining established recruiting program

These services are discussed in more detail in the following paragraphs.

a) Student Files - During the fall registration of each school year, the Department of Placement requests that all graduating seniors fill out the following forms:

- Personal Data Sheet
- Rating Sheet

With the exception of the School of Education which requires that all graduating seniors sign up with the placement office, most student files are established and maintained upon the student's own initiative.

b) Informing Students - As employment opportunities become known to the Director of Placement, he will search the active files for names of student(s) with the appropriate background for the job(s). If none are found through the files, he will contact the department heads or faculty members in the appropriate area and ask them to identify interested students. The director will then schedule an interview for the employer and the student(s).

Other methods used to inform students about company recruiting schedules include:

- Weekly ads in the student newspaper every Monday prior to week of on-campus recruiting
- Advertisements on local radio station
- Announcements to deans of academic departments
- Bulletin board announcements around campus

c) Part-Time and Summer Jobs - The Director of Placement collects some information on available summer and part-time jobs, but the personnel office has the primary responsibility for carrying out that activity as it relates to work on campus or in the city.

The Office of Financial Aid conducts the work-study program for students with a proven financial need.

A Cooperative Education Program is currently in the planning stages, but it is not expected to be a responsibility of the placement office.

d) Services to Alumni - The university placement office indefinitely extends its services to alumni and will maintain a permanent record of each individual's qualification in the placement files.

In order to utilize the service, an individual is requested to:

(1) Contact the placement office either by mail, phone, or in person when he or she wishes to be considered for employment.

(2) Keep his or her personal data sheet and permanent record up-to-date by providing the placement office with current information on qualifications, experience, and address.

(3) Inform the placement office and other employers if a position has been accepted.

e) Maintaining Recruiting Program - Because the university is an old and established institution which over the years has developed a strong working relationship with many companies, organizations, and alumni, the task of bringing recruiters to campus is not the same as that for more recently established universities. The Director of Placement is primarily concerned with maintaining interview schedules and accommodating the recruiters who regularly visit the campus.

At the request of prospective employers, the Director of Placement will set up luncheon meetings between company representatives and department-heads and/or faculty to discuss employment opportunities for students.

3.4 PROGRAM MANAGEMENT

3.4.1 Marketing and Public Relations

In addition to the job placement services described above, a banquet is held in the fall of each year for the big eight accounting firms and the graduating students. This offers prospective employers an opportunity to describe their corporations to the students, thus allowing more time to discuss personal qualifications during interviews conducted in the recruiting season.

The only out-of-state meetings attended by the Director of Placement are those with the College Placement Council (CPC) and other universities.

3.4.2 Records, Follow-up Reports and Controls

With the exception of student and alumni files discussed in the previous section and a follow-up card which is to be returned by students once they obtain a job, there are no other placement records or follow-up reports maintained by the placement office.

The performance measure used by the Director of Admissions and Records to determine the effectiveness of placement included the following:

1) Number of companies visiting campus
2) Response from students (average number of interviews)
3) Job market indications
4) Reports of placement
5) Comparison of starting salaries and job areas to reports by College Placement Council

No formal records on these measures were made available to the interview team by the Director of Placement.

The Dean of Student Personnel expressed a need to maintain a record of performance measures which could be used to compare the university with other schools, however, no records were currently available.

3.4.3 Budget

The budget for the placement office at the university is shown below:

$ 8,000	Telephone, Xerox, Mail, etc.
17,979	Salaries
$25,979	Total Budget

This total represents approximately .0012% of the total school budget.

3.5 INTERNAL AND EXTERNAL INTERACTION

Internal and external interaction by the placement office to administration, faculty, students, industry, and other professional groups and organizations is conducted on a very informal and personal level.

4.0 OTHER CAMPUS PLACEMENT SERVICES

Example of some areas where other placement functions are occurring at the university include:

a) School of Engineering*(Chemical Engineering)

b) School of Business*(Accounting, Banking)

c) School of Education*(Limited)

d) Professional Schools - Pharmacy and Law

* Individual activities by faculty members

The School of Engineering is particularly active in certain areas. The head of the Department of Chemical Engineering works very closely with the students, faculty, and industry to identify appropriate job opportunities for graduating seniors and graduates.

a) School of Engineering

The School of Engineering is particularly active in its Department of Chemical Engineering. The head of the department works very closely with students, faculty, and industry to identify appropriate career opportunities for graduates.

Placement-oriented activities undertaken by the department include:

a) Personal student counseling (career and job placement)

b) Referring students to prospective employers

c) Utilizing faculty contacts with industry to local jobs

d) Organizing student plant visits

e) Requesting students to attend and participate in meetings of American Institute of Professional Engineering

f) Stressing career aspects of the field in academic classes

g) Locating full-time summer employment for all students (preferably in field of Chemical Engineering)

h) Meeting with campus recruiters and industry to identify students for interviews and obtain feedback of requirements in the field

i) Maintaining a permanent file of graduate correspondence

j) Assisting alumni in relocating to another job, if requested

k) Incorporating success stories and clippings from alumni newsletter into departmental newsletter

l) Calling employer contacts on behalf of students

In general, the department head and other members of the faculty are involved in various organizations and committess on campus and they strongly advocate student involvement in a broad range of university and community activities.

There is an effort to develop a Cooperative Education Program on campus in the near future.

It was understood that the departments in the School of Engineering were also involved in placement activities for their students.

b) School of Business

Two curriculum areas were identified in the School of Business where faculty members were particularly active in placement-oriented activities. These included the areas of (1) banking and finance; and (2) accountancy, which will be discussed in more detail in later paragraphs.

In addition, the School of Business operates a Bureau of Business and Economics Research. Selection of subjects for research is made from periodic analysis of economical and business conditions in the state and from current developments about which businessmen in the state are most in need of information and advice. The findings of the bureau are published and made available through special studies and the bimonthly journal. In some instances, articles appearing in the journal relate directly to career planning, job qualifications, and vocational training in business.

(1) Banking and Finance - The Department of Banking and Finance is unique in the School of Business because its students benefit from the "Chair of Banking" described below.

Chair of Banking: On December 1, 1957, the State Bankers Association and the university entered into an agreement which began a pioneering effort in the area of bank education. The agreement was to establish the Chair of Banking in the School of Business Administration at the university and initiate a specialized degree program for students interested in a career in the banking industry. This was the first education program in the nation fully funded by a state bankers association. It was a precursor of many other banking programs across the country. Today, however, there are over forty chairs of banking in the nation, many of them being patterned after this particular program. Ten of them are supported by state bankers associations.

The major purpose of the Chair of Banking is to graduate individuals who are equipped to make successful careers in the banking industry of the state.

In order to accommodate the major purposes of the Chair of Banking, four specific objectives have been important. The first objective is to provide an advanced and quality program of instruction in banking subjects.

A second objective of the Chair of Banking is to stimulate students' interest in banking as a career. Every effort is made to assure that each student receives the education and training that will best assist him in making the most of his college experience after he leaves the university and undertakes employment in a bank. This entails counseling the student, coordinating a program of summer bank employment, and assisting with permanent employment in state banks upon graduation.

The Chair of Banking also promotes and encourages academic research in the fields of monetary policy and financial institutions. This research may be faculty research, which is necessary for effective teaching, or student research, which enhances the learning process. It is important for both faculty and students to be alert to new developments in the field of banking and to be able to contribute new ideas.

The Chair of Banking works with bank education programs both on and off the university campus. The Chairholder also serves as Director of Curriculum and Faculty for the School of Banking, a two-year basic professional banking school sponsored by the State Bankers Association.

Since September, 1958, when the Chair of Banking formally began class sessions, 417 School of Business students have graduated with majors in banking. Many of these students are now chief executive officers in banks. There are currently 184 students enrolled in the Chair of Banking program.

The Chair of Banking is an integral part of the School of Business Administration. This cooperative endeavor between the State Bankers Association and the university has been and is a valuable contribution to the program of the School of Business Administration. An aim of the Chair is to continue to provide a high caliber academic program and to be of service to the banking industry of the state.

In a personal interview with the Chairholder, the "Chair" was described as a modified placement office for state banks. The budget provided for the office includes salaries and expenses for one Chairholder and his secretary. Some of the placement-oriented activities include:

(1) Developing a list of graduating seniors for each year and sending it to the State Bankers Association.

(2) Placing undergraduates in summer intern programs and bank-related summer jobs.

(3) Stressing career aspects of field in academic courses.

(4) Frequently calling employers on behalf of students.

(5) Following up every student who has ever graduated through the Chair of Banking through the students, employers, and placement office.

(6) Working with the placement office when necessary.

(7) Referring students to employers upon request of banking or financial institution or placement office.

It is estimated that approximately 25% of the Chairholder's time is spent on locating jobs for banking and finance students. In a given year, out of 200 students in the program, almost all seniors (55) are assisted in finding full-time jobs, 50 freshmen and sophomores are placed in summer or intern programs, and 5-10 go on to obtain their MBA's.

Career counseling is requested with high frequency from students and is provided to all who are enrolled in the program.

(2) Accountancy - Although the Department of Accounting does not have a formal placement function, the faculty has been very active in trying to place students with good accounting firms. Some of the activities undertaken in the interest of placing students include:

- student counseling
- referring students to prospective employers
- working directly with employers who call for students
- making employer contacts, person-to-person
- working directly with the placement office when recruiters come to campus

c) School of Education

The School of Education works very closely with the placement office and requires that all graduating seniors have a credential file available in that office. In addition, individual members of the faculty have taken an active role in providing job placement counseling.

d) Professional Schools of Pharmacy and Law

Although the interview team was unable to meet with faculty members responsible for placement activities in the Schools of Pharmacy and Law, both of these departments have an active program of placing their graduates in professional career positions.

5.0 ULTRASYSTEMS' EVALUATION

5.1 BACKGROUND

The Director of Placement has held his position for less than two years.

5.2 REPORTING STRUCTURE

The placement office director reports to the Director of Admissions and Records who in turn reports to the Dean of Students, a functional reporting relationship. There was no visible means of evaluating the effectiveness of the office by administration.

5.3 PROGRAM

The placement office has a limited program of job placement and job placement counseling. The director personally teaches a class two nights a week on conducting interviews and becoming familiar with the organizations that will be on campus to recruit.

Students register with the office upon their own initiative. Since there is no way in which to determine the extent of activities which occur in the placement office and no records to determine its effectiveness, the evaluation must rely upon the responses of administrators, faculty, and students.

5.4 ADMINISTRATIVE AND FACULTY SUPPORT

The obscured location and inaccessibility of the placement office, the limited staff and budget allocation, the lack of record-keeping and formal reporting procedures, contributes to the assumption by this researcher that administrative support for the function of placement is minimal and perfunctory.

The probable reasons for this are twofold:

1) Most students at the university have families, connections, relatives, friends, and/or faculty advisors who have personal contacts in the professional arena. The majority of the students are introduced through these informal mechanisms and have little demonstrated need for the services of a formal placement office.

2) Many faculty members have become actively involved in informal departmental effort to make contacts with industry in their area of academic discipline. Although these departments purport to work with and/or through the placement office, they in effect are cultivating their own contacts with industry and placing students in their own academic majors. Albeit this is not necessarily the case in all of the academic departments, this informal activity does permeate the areas of engineering, business, and accounting.

A medium-sized university located
in a southeastern state.

CASE STUDY: A UNIVERSITY WITH PREDOMINANTLY WHITE STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

The university is one of sixteen state universities that is governed by a Board of Trustees chosen by the legislature and presided over by the governor. The board is "responsible for the governance of all affairs of the constituent institutions." Each constituent institution, however, has its own board of trustees of thirteen members, eight of whom are appointed by the Board of Governors, four by the governor, and one of whom, the elected president of the student body, serves ex-officio. The principal powers of each institutional board are exercised under a delegation from the Board of Governors.

Each institution has its own faculty and student body, and each is headed by a chancellor as its chief administrative officer. Unified general policy and appropriate allocation of function are affected by the Board of Governors and by the president with the assistance of other administrative officers of the university.

The chancellors of the constituent institutions are responsible to the president as the chief administrative and executive officer of the university.

1.3.3 Academic Program

The academic programs at the university are organized in eight colleges which contain twenty-two departments and two nondepartmentalized programs. Through these administrative units, undergraduate students may work toward majors in twenty-four fields with options and concentrations available within a number of these fields.

Graduate programs are available in eight fields.

1.3.4 Student Population

For the first time in eight years, the 1974 fall semester headcount and full-time equivalent (FTE) enrollments represent an increase of less than 10 percent over the previous fall. However, this represents a substantial increase when contrasted with indications of a nationwide increase of only three percent. (From the Chronicle of Higher Education, Vol. IX, No. 4, October 15, 1974, p. 1.) There are several factors which contribute to the growth. Among them is the location of the institution.

It is the only public senior institution located in a populous region of the state. Twenty-one percent of the State's citizens live within 50 miles of the university (1970 Census figures). Moreover, three of the State's largest two-year institutions are located within 25 miles of the university. These three institutions alone account for 40 percent of the transfer enrollment.

Another factor which has influenced the growth of the university is the existence of on-campus housing. The first two dormitories, housing 490 students each, were opened in 1969, a third was opened in 1972, and a fourth was occupied in 1973. Last fall the four dormitories were filled to capacity, housing 1960 students, and there is a waiting list should any rooms become available. The dorms are coed.

Concerning the geographic origin of students: Eighty-seven of the State's 100 counties are represented, as well as the District of Columbia, and 31 States. As would be expected, immediately adjacent counties provide the majority of students enrolled, but the university now receives over 100 students from each of eleven counties. The total number of out-of-state students attending is small, representing only 3.3% of the total student body.

In spite of the unusually rapid growth of the university, the quality of students attending the institution remains high. The average S.A.T. scores of freshmen entering are among the top four in the system.

Majors in the nonprofessional colleges (Humanities, Science and Mathematics, and Social and Behavioral Sciences) account for approximately 54 percent of the undergraduate student body. The professional colleges (Architecture, Business Administration, Engineering, and Nursing), enroll approximately 39 percent of all undergraduates, and 8 percent of the 5,631 undergraduates have not yet declared a major in any college. At present, the College of Human Development and Learning does not offer an undergraduate degree; rather, undergraduates interested in preparing for a career in education take their major in an academic discipline along with a prescribed amount of work in Human Development and Learning.

Graduate programs are designed primarily for individuals who wish to enter careers in business or education or who are already employed in such fields. Three new graduate programs were started in the fall of 1973 (the Master of Science degrees in Biology and in Chemistry, and the Master of Arts degree in Geography), and these are just beginning to realize their enrollment potential.

2.0 THE PLACEMENT PROCESS

2.1 PRIMARY COMPONENTS

The university operates a placement office whose official title is Placement Office. According to an official Placement Office writeup, the purpose of the office is to: "assist each undergraduate, graduate student and alumnus in developing his career objectives, in obtaining employment or in pursuing further education. The Placement Office provides counseling and guidance in careers and in job selection and analysis; assists students in the development of interviewing techniques; maintains (for students) browsing files of information of prospective employers, school systems, graduate schools and careers; schedules firms to interview prospective graduates on campus and makes referrals for specific job openings." "The Placement Office also assists students in obtaining part-time and/or summer employment. Another function of the Placement Office is to interpret the university to local, national, and international employers and to provide liaison between the university and the community."

2.2 SECONDARY OR SUPPORTING COMPONENTS

Within the university's various colleges, we uncovered the usual informal job placement and counseling assistance offered students by members of the faculty. One department, Engineering Technology, appeared to be more organized in this area. According to the department's Chairman, all Engineering Technology students are provided with career counseling and job placement assistance. The department also maintains a file on all graduates and has a follow-up program. None of the university's academic departments coordinate their placement activities with the placement office.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The Placement Office staff consists of one full-time Director, one secretary who also serves as a part-time and summer employment counselor for students, and one secretary-receptionist.

3.2 FACILITIES

The placement office is located on the lower level of the school's library building. Six rooms are allocated for placement office use. The largest room serves as a combination reception and library area. Directly adjoining this room are two large offices which are occupied by the Placement Director and secretary, who serves as the part-time and summer employment counselor. The final three rooms also adjoin the main reception area and are utilized for recruiter/student interviews.

3.3 SCOPE OF SERVICES

3.3.1 Student Counseling

The placement office provides counseling and guidance in careers and in job selection and analysis; assists students in the development of interviewing techniques; maintains for students browsing files of information on prospective employers, school systems, graduate schools and careers.

3.3.2 Job Placement

The Placement Office schedules firms to interview prospective graduates on campus and makes referrals for specific job openings. They also assist students in obtaining part-time and/or summer employment.

3.3.3 Special Programs and Services

The placement office conducts mini-seminars on job hunting and resume preparation.

3.4 PROGRAM MANAGEMENT

3.4.1 Marketing and Public Relations

The "on-campus" methods for informing and involving students and faculty in placement office activities take several forms:

1) The catalog explains the services offered by the placement office.

2) The Admissions Office mails a sheet that explains the services offered by the placement office to all freshmen and transfer students.

3) The placement office mails letters explaining their services to all seniors, inviting them to register.

4) Flyers advertising the placement office are distributed around the campus.

5) The recruiter schedule is sent to all academic departments.

6) The recruiter schedule is printed in the school newspaper.

7) The university's Office of Information publishes the recruiter schedule in its weekly "Upcoming Events Sheet" which is distributed around campus.

There didn't appear to be any "off-campus" PR activity. The Placement Director informed us that she doesn't have an active employer recruitment program nor is there any involvement of alumni in placement activities. She did say she would do both if she had the time.

3.4.2 Monitoring and Reporting System

According to the placement director, her office maintains annual records on the number of seniors registered with the placement office; number of employers recruiting on campus; number of student job interviews; graduating students' immediate future plans by category; and average annual starting salaries reported by graduates. Each registering senior is mailed a one-page questionnaire to be filled out and mailed back to the placement office.

We requested the totals for the above categories for the 1973-74 year and were given a copy of the placement office's annual report for the chancellor which incorporates all of the data requested.

3.4.3 Budget

The placement office's annual budget is $4,150, exclusive of salaries. No further breakdown was provided, but we were told that there was no money for employer PR activities. The placement director informed us that if she had a larger budget she would hire a professional Career Development Specialist who would work with undergraduates in helping them make career decisions. This would give her more time to develop contacts with employers and do more alumni follow-up.

3.5 INTERNAL AND EXTERNAL INTERACTION

3.5.1 Administration-Management-Staff

As far as we could ascertain, the only formal interaction between the placement office and administration is the annual report which the placement director submits for the chancellor's report.

3.5.2 Staff-Faculty

The placement director informed us that she has no formal program for involving faculty in placement. But she did indicate that the placement office sends out a monthly listing to all academic departments announcing company recruiters coming on campus. Also, from time to time, she has informal contact with various faculty members through telephone conversations and conferences. Sometimes, the topic of discussion may be the placement needs of a particular student or students.

3.5.3 Staff-Students/Alumni

The placement office staff interaction with students mainly takes on two forms. First, when the placement office informs students of its services, and, second, if and when a student chooses to avail himself of placement office services. If he does choose to do so, he must make a trip to the placement office where he most likely will:

1) Inquire about general information.

2) Use the library services.

3) Make an appointment for counseling.

4) Register for part-time and/or summer work.

5) If he is a senior, sign up for recruiter interviews. Students who avail themselves of services 4 and 5 must fill out forms. Students who register for part-time and summer work are screened by the placement office before they are referred to the employer. File-searching to find the most qualified applicant is done. Job orders are not posted.

3.5.4 Staff-Industry

Apparently the only contact between the placement director and industry results when company representatives are on campus for recruitment purposes. (There is no Career Day.) (The placement director has no program for seeking out new employers to recruit on the campus. Her main reason was a lack of time.)

3.5.5 Staff-Student and Professional Groups

Nothing uncovered in this area.

4.0 OTHER CAMPUS PLACEMENT SERVICES

4.1 FORMAL

None.

4.2 INFORMAL

As stated in section 2.2, the various colleges within the university provide career counseling and job placement assistance to students. But this assistance appears to be unstructured and no record of services rendered were provided us. Although these services seemed to be operating at many levels, depending on the academic department or the faculty member interviewed, we do feel that one department possibly provides students with a higher level of job placement service. According to the Chairman of Engineering Technology, all of the students that are enrolled in this area receive job placement assistance from members of the Department of Engineering Technology faculty. He said that his department has an industry advisory committee made up of engineers in business and industry. This committee interviews all the graduating Technical Engineering students (25 in 1975). A brochure that details each student's training and skills is then made up by the department and sent to prospective employers. Also, all members of his faculty come from industry and have contacts they call on to assist students with finding employment. A file is maintained on all students and follow-up is done once a year to determine where all graduates are working, who their supervisors are, and their salaries.

The Chairman said that his department does not coordinate their placement activities with the placement office.

5.0 ULTRASYSTEMS' EVALUATION

5.1 THE COLLEGE PLACEMENT SERVICE

5.1.1 Facilities and Office Atmosphere

The placement director feels the placement office has adequate facilities but not the most desirable. We must agree. Spacewise everything is good with the exception of the library. It is located in one corner of the reception area and is cramped; a separate room is needed. The three interview rooms are large enough but have thin walls which prohibit absolute privacy.

From a location standpoint, the director feels the office is not well within student traffic flow. We again must concur. The placement office is located in the basement of the library building and is hard to find. It is also some distance from the buildings that house the student center, cafeteria, and bookstore--the hub of student activity.

The placement office is modern and well laid out with a nice atmosphere.

5.1.2 Management and Staff Attitudes

We found the placement director very friendly and most cooperative. She set up all of our interview appointments and even treated us to lunch one day. In general, the placement office staff appeared to be well organized and content in their work.

5.1.3 Industry Rapport

Based on our observation and a sampling of letters directed to the placement director from recruiting companies, we feel the placement office staff has excellent industry rapport.

The placement director runs a no-nonsense, business-like operation which we feel would impress the type of persons who generally hold recruiter positions with companies.

The letters seem to indicate the recruiters were most favorably impressed by the courtesies and hospitality of the placement office staff, the caliber of students interviewed, and the placement office's physical facilities.

5.1.4 Administration and Faculty Interaction

As stated in Section 1.3.2, the placement director reports to the Vice Chancellor for Student Affairs. Apparently, the only involvement by the Vice Chancellor in placement office activities results from his receipt of the annual placement office report. The report for 1973-74 summarizes placement office activities, provides some placement statistics, and comments on the placement office's lack of proper space and professional staff. We feel the report adequately capsuled placement office activities. At this time, we have no further suggestions for more involvement of administration in placement office activities.

As stated in Section 3.5.2, the placement director has no formal program for involving faculty in placement activities. Apparently, the only formal contact between the placement office and faculty results from the placement office sending the monthly recruitment schedule to the various academic departments. We must say that this alone constitutes a very low level of placement office/staff interaction. The placement director did comment that it was beneficial to have faculty members involved in career counseling and job placement. She also had some suggestions for improving the relationship between the placement office and faculty members. First, she feels that the placement office and members of the faculty need to exchange ideas about assisting students with job placement. Second, she feels that each academic department should appoint a faculty member as head of placement to be a liaison between the department and the placement office. Third, she feels that the placement office could feed back to faculty what happens to their graduating students who are out in the world of work. This possibly would assist members of the faculty in developing their academic programs.

Apparently, the above ideas have not been carried out because of a lack of time on behalf of the placement director and possibly a lack of interest by many members of the faculty. We feel that all three suggestions are excellent and would improve placement services to students.

5.1.5 Effectiveness

a. Qualitative - Based on our visit to this university and subsequent colleges and universities, we feel that the placement office provides a moderate level of service to the school's student body.

Comments will now be made on what we feel are the weak and strong areas of placement office services. First, the weak:

1) Apparent lack of career counseling program.

2) Lack of coordination of efforts with Counseling Center which also offers career counseling.

3) Lack of strong faculty support and involvement in placement office activities.

4) Lack of programs to bring new and different types of employers on campus.

5) Lack of programs to involve prominent alumni in placement office activities.

6) Lack of separate room for library use and absence of meaningful career and job information publications.

Second, the strong:

1) The placement office appears to be well organized and professionally run.

2) The placement office director's knowledge of some of the weak areas in her program and the desire and ideas for improvement in these areas. For instance, she realizes that undergraduate students must be reached early in their academic career and she wants to hire a Career Development Specialist to accomplish this. She also realizes that a strong employer PR program is needed and that her office is now weak in this area. She also acknowledges lack of faculty involvement in her placement office program and wants to alleviate this by having each academic department appoint one of its faculty members as a special liaison between the department and placement office. Finally, she realizes that a program to involve prominent alumni in placement office activities is needed. Granted, realizing that things need to be done and actually doing them are two different matters, but at least acknowledgement is a step in the right direction.

3) What appears to be a dedicated staff.

4) Apparent good relationship and rapport that the placement director and staff have with employers who recruit on campus.

5) The facilities, while not the best, definitely could be a lot worse.

6) The Vice Chancellor for Student Affairs gives his knowledge and support to placement office activities and needs.

b. Quantitative - The absence of any hard data precludes us from making any positive statements concerning the effectiveness of the placement program in terms of interview/placement ratio, etc. But we do know how the placement office customers feel about the effectiveness of placement office service.

5.1.6 Unique Aspects of the Program

None.

5.2 ADMINISTRATION AND FACULTY SUPPORT

As stated in Section 1.3.2, the placement office reports to the Vice Chancellor for Student Affairs. We interviewed the Vice Chancellor and found him most informed on placement office activities and needs. His obvious knowledge in this area would seem to indicate placement office support. He feels the placement director is doing a very good job but needs an additional professional staff member to reach out to faculty advisors to increase their awareness of the importance of placing students in jobs. Also, to provide specialized service to blacks, women, handicapped, older students, and liberal arts majors, who many times need special attention in the area of placement.

We also interviewed the Director of the Counseling Center. He also seemed knowledgeable on placement activities and we believe his awareness constitutes some form of support. He did indicate that the career counseling activities of his office and the placement office are not coordinated in a formal manner.

It is difficult to measure faculty support but we will make an attempt. Based on our twelve interviews with faculty members, if familiarity and frequency of contact with the placement office means support then the placement office has it to some degree. Three faculty members said they were highly familiar with the placement office operation, three responded that their familiarity was medium, five said low, with one responding that he was not familiar. As far as frequency of contact, the responses were exactly the same above. Since the placement director said that she had no organized plan to involve faculty in counseling and placement activities, we must assume that contact means receipt of the monthly recruiter schedule.

Of the ten faculty members who are contacted by employers who have employment needs, seven indicated they do not involve the placement office. Either they refer students to the employer or the employer to the students. Whether or not this indicates a lack of support for the placement office, is open for speculation.

We do know for a fact that two faculty members rated the effectiveness of the placement office as outstanding; two rated it very good; one, mediocre; two, fair; none, poor; with five having no comment.

5.3 STUDENT ATTITUDES AND RESPONSE

We interviewed 101 (approximately 10%) of the 1975 senior class. Of the 101, 64 (63.4%) had availed themselves of the services offered by the placement office. The services they received with number of students who received each service is the following: Registration/information--12 (18.8%); Career planning counseling--2 (3.1%); Interview counseling--9 (14.1%); Job placement counseling--12 (19.8%); Resume preparation assistance--15 (23.4%); Employer interview appointments--39 (60.9%). (The percentages add up to more than 100 because many students indicated they received service in several areas.)

When we asked the 101 students how they would rate the overall effectiveness of the placement office, 3 (3.0%) responded outstanding; 36 (35.5%) said very good; 39 (38.6%) said mediocre or only fair; 4 (4.0%) said poor; with 19 (18.8%) having no comment. Totaled, the same number of students gave the placement office a mediocre/only fair as did outstanding or very good.

After carefully analyzing our data, we feel there are two main areas of student discontent. First, 27 (26.7%) seniors responded they feel the placement office does not do an adequate job of informing students about the placement process. (Sixty-four (63.4%) feel they do, with 10 (9.9%) having no comment.) Second, when asked how they would rate the placement office's success in attracting company recruiters who are interested in their area of specialization, 18 (17.8%) responded fair, and 25 (24.8%) responded poor. (Nine said excellent; 22, good; with 27 having no comment.) Totaled, more students gave the placement office a fair-to-poor success rating (42.6%) in this area than gave a good-to-outstanding rating (30.7%).

Based on the above senior responses, we feel the placement office should look into ways that might be utilized to improve service in the two main areas of student dissatisfaction. In the first area, ways and means could be developed to better inform and involve students (especially underclassmen) in placement office activities. We realize the placement office already has several methods in operation to accomplish this, but apparently new and innovative ideas are needed to "turn students on" to the services offered by the placement office.

It must be remembered that the placement director said if she has a larger budget she would hire a professional Career Development Specialist who would work with undergraduates in helping them make career decisions. We feel an additional professional staff member undoubtedly would enhance the placement office's ability to reach out to students.

In the second area, action is needed to bring new and different types of companies and organizations to campus.

As stated in Section 3.4.1, the placement director does not have an active employer recruitment program. But she indicated that with an additional professional member on staff, she would have more time to develop and implement a strong employer public relations program. We feel one of the goals of this program could be to bring a greater variety of companies on campus. Especially companies and organizations that hire students who major in the liberal arts areas of English, History, Art, Music, etc. If such employers do not exist, then the placement office should develop an extensive library that would provide students who are from the "hard-to-place" major with information on what they might do career-wise with their education. Coordination of efforts with faculty members who teach in these majors would also be most helpful.

The seniors interwiewed were asked to respond to the following question: "Through what mechanism do you think you will most likely obtain your first job after graduation?" The tabulated results are as follows: 79 (78.2%) responded--my own efforts; 22 (21.8%) said--placement office; 10 (9.9%), instructor's assistance; with 5 (5.0%) responding "other" or having no comment. (The percentages add up to more than 100 because many students indicated more than one mechanism.)

Only 21.8% of the seniors listed the placement office as a likely mechanism for finding their first job. We would have to conclude that the students have very little confidence in their placement office to bring job-seeking results for them.

A medium-sized university located
in a southeastern state.

CASE STUDY: A UNIVERSITY WITH PREDOMINANTLY BLACK STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

The university is one of sixteen state universities that is governed by a Board of Trustees chosen by the Legislature and presided over by the Governor. The Board is "responsible for the governance of all affairs of the constituent institutions." Each constituent institution, however, has its own Board of Trustees of thirteen members, eight of whom are appointed by the Board of Governors, four by the Governor, and one of whom, the elected president of the student body, serves ex-officio. The principal powers of each institutional board are exercised under a delegation from the Board of Governors.

Each institution has its own faculty and student body and each is headed by a chancellor as its chief administrative officer. Unified general policy and appropriate allocation of function are affected by the Board of Governors and by the President, with the help of other administrative officers of the university.

The Director of Placement reports to the Vice Chancellor for Student Affairs.

1.3.3 Academic Program

The academic programs at the university are organized in six Schools which contain thirty departments.

Students who complete one of the four- or five-year courses of study will be awarded the degree of Bachelor of Science or Bachelor of Arts.

Those graduating from a four-year curriculum in the School of Agriculture shall be entitled to the Bachelor of Science degree in Agricultural Education, Agricultural Science, Agricultural Technology, Agricultural Economics, Agricultural Engineering, Home Economics Education, Clothing and Textiles, Foods and Nutrition, Institution Management or Child Development.

Those graduating from a four-year curriculum in the School of Arts and Sciences shall be entitled to the Bachelor of Science degree in Art, English, Foreign Languages, Music, Biology, Chemistry, Mathematics, Physics, Economics, History, Political Science, or Sociology.

Those graduating from a four-year curriculum in the School of Education shall be entitled to the Bachelor of Science degree in Health and Physical Education, Psychology, Industrial Arts Education, Industrial Technical Education or Vocational Education.

Teaching majors are offered in the following areas: Art, Biology, Chemistry, English, French, Mathematics, Music, Physics, History, Social Studies, Agricultural Education, Business Education or Home Economics Education. These degree programs are offered in cooperation with the School of Arts and Sciences, the School of Agriculture and the Division of Business Administration.

Those graduating from a four- or five-year curriculum in the School of Engineering shall be entitled to the Bachelor of Science degree in Architectural Engineering, Electrical Engineering, Mechanical Engineering, Engineering Mathematics or Engineering Physics.

Those graduating from a four-year curriculum in the School of Business shall be entitled to the Bachelor of Science degree in Accounting, Business Administration or Business Education.

Those graduating from a four-year curriculum in the School of Nursing shall be entitled to the Bachelor of Science degree in Nursing.

1.3.4 Student Population

The university has a student population of approximately 4,858. Approximately 90% are black with the remaining 10% being white and "other." Approximately 75% of the students are single. Approximately 46% of the student body live on campus.

The Class of 1975 will graduate approximately 900. Of this number, approximately 40% majored in fields offered by the School of Arts and Sciences; 25% majored in fields offered by the School of Business and Economics; 20% majored in fields offered by the School of Education; with the remaining 15% being equally divided among the Schools of Agriculture, Engineering, and Nursing.

2.0 THE PLACEMENT PROCESS

2.1 PRIMARY COMPONENTS

The university operates a placement office whose official title is Career Counseling and Placement Office.

The university bulletin states that the "Placement Center is a centralized operation and is responsible for placement activity for all schools, divisions and departments of the university. It provides services to all seniors and graduate students seeking employment. The Center offers a continuing service to graduating students and alumni."

"Placement services to seniors and graduate students include individual and group conferences, career counseling, arranging interviews between interested students and company representatives on campus. It also provides information to students concerning summer employment and part-time employment. There is no charge to students, alumni, or employers for this service."

2.2 SECONDARY OR SUPPORTING COMPONENTS

Within the university's various schools we uncovered the usual informal job placement and counseling assistance offered students by members of the faculty. One department, Sociology and Social Service, appeared to be more organized in this area. According to the department's chairman, all Sociology and Social Service students are provided with career counseling and job placement assistance by members of the department's faculty. The department also maintains a roster on all Sociology/Social Service alumni. None of the university's academic departments formally coordinate their placement activities with the placement office.

Along with the placement activity within the various academic departments, the University's Cooperative Education Program (Co-op) provides placement services to students. Although the program is not set up to provide placement services per se, a by-product of its activities is career and personal counseling, career-related work experience, and career job placement.

The Co-op program has its own director but uses the placement office's interviewing facilities. When a student completes his Co-op program, his file is given to the placement office.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The university placement office staff consists of one full-time director, one full-time assistant director, and one administrative assistant, and one secretary. In addition to the four full-time persons, the office has three student assistants, and one Neighborhood Youth Corps worker.

3.2 FACILITIES

The placement office has fourteen rooms allocated for its use. The largest room serves as a combination reception and library area. The administrative assistant and secretary occupy space here. Two medium size rooms serve as the director and assistant director's offices. Nine smaller but private rooms are used for recruiter/student interviews. The final two rooms are utilized as a small lounge/coffee area and for storage space.

3.3 SCOPE OF SERVICES

3.3.1 Student Counseling

The placement office provides counseling and guidance in careers and in job selection and analysis; assists students in the development of interviewing techniques; maintains for student-use browsing files of information on prospective employers, school systems, graduate schools and careers.

3.3.2 Job Placement

The placement office schedules firms to interview prospective graduates on campus and makes referrals for specific job openings. The placement office also assists students in obtaining part-time and/or summer employment.

3.3.3 Special Programs and Services

The university placement office sponsors the following special programs:

1) An annual three-day Career Activities Program which involves industry, government agencies, and businesses. Career counseling is provided to students plus many area high school pupils.

2) An annual three-day Interview Clinic for seniors, interested juniors and others who are regular recruitees during the year. Experienced consultants who do regular recruiting assist members of the faculty and placement office staff with the clinic.

3) An annual one-day Teachers Fair where many school systems send recruiters to the interview student teachers. This program is co-sponsored with the placement office by the School of Education.

4) An annual Career Day for Nurses which is sponsored jointly with the School of Nursing and the placement offices of this university and another university in the state.

5) An on-campus Federal Service Entrance Examination.

6) Various placement office/student seminars throughout the year which deal with different aspects of job placement and career counseling.

3.4 PROGRAM MANAGEMENT

3.4.1 Marketing and Public Relations

On-campus methods to inform and involve students and faculty in placement activites take several forms. First, informing:

1) The university bulletin explains the services offered by the placement office.

2) The annual university activities calendar lists all placement activities by date.

3) Every fall the placement office mails letters explaining their services to all seniors and inviting them to register. A copy of the Placement Manual is enclosed. The manual has general placement and career information and lists the recruiter schedule for the coming year.

4) A brochure advertising the placement office is distributed around the campus.

5) Advertising of placement office activities in the school's newspaper.

6) The recruiter schedule is sent to all academic departments.

Second, involving:

1) Members of the faculty are recruited to participate in the Annual Interview Clinic.

2) The Dean of the School of Education, the Chairman of the Department of Education, the Coordinator of Student Teaching and other Department of Education instructors participate in the Annual Teachers Fair sponsored by the placement office.

3) The School of Nursing co-sponsors, with the placement office, an Annual Career Day for Nurses.

Off-campus methods to inform and involve business/industry, school districts, government agencies, and alumni in the placement activities also take several forms:

1) The placement office director and/or his assistant attend and participate in many off-campus conferences and workshops during the school year. These meetings are held throughout the country and many times are sponsored by organizations that recruit on college campuses.

2) Representatives from business, industry and government agencies are recruited to participate in the placement office's annual Career Activities Program.

3) Recent university graduates are recruited to assist members of the university faculty and placement staff with the Annual Interview Clinic.

4) School District representatives are recruited to participate in the Annual Teachers Fair.

5) Personnel from the medical field are recruited to participate in the Annual Career Day for Nurses.

The placement director informed us that, for the most part, he doesn't actively seek out new employers to recruit on the campus. His reason is that with over 500 organizations already recruiting, any additional ones would be more than his staff could handle.

3.4.2 Monitoring and Reporting System

Every fall the placement office submits an Annual Report on the previous school year placement activities to the Vice Chancellor for Student Affairs.

We received a copy of the annual report for 1973-74. It is quite lengthy (27 pages) so we will not describe its contents in detail. Briefly, the report states the general objectives of the placement office; outlines the basic services offered; lists and describes all placement activities for the 1973-74 year plus projected activities for the 1974-75 year and provides data on the number and type of participants in each activity.

The hard statistical data provided on placement activity is in the following areas: Number of firms recruiting on campus; number of students registered with the placement office; number of recruiter/student interviews conducted; number of student job offers; number of offers accepted; plus salary range of offers made to students.

3.4.3 Budget

We asked the placement director what his annual budget is and he replied he didn't know. So we inquired from his supervisor--the Vice Chancellor for Student Affairs. The Vice Chancellor informed us that the annual placement office budget is $1,650, exclusive of salaries. The monies were for supplies, equipment, travel, postage, printing, etc.

Based on our on-site observation and the list of placement office activities described in the placement office annual report, we felt that it was inconceivable that a mere $1,650 could cover it all. The Vice Chancellor's response to our inquiries in this area was that the placement office receives outside help. He could not provide us with any figures, but apparently the placement office is the recipient of donations in the form of monies, equipment, and paid staff travel expenses to conferences and company visits. Apparently, the donors are private foundations and companies that recruit on the university campus.

We inquired how the placement director would spend the money if he had a larger budget. His response was he would hire an additional professional staff member to serve in the capacity of a student/faculty/employer public relations person. The director said he would also travel more to out-of-state companies who had hired university graduates. He feels this would be be an important means of followup.

(Of the ten schools this team personally visited, this university's placement director and his assistant were by far the most-traveled placement staff members.)

3.5 INTERNAL AND EXTERNAL INTERACTION

3.5.1 Administration-Management-Staff

The only interaction we uncovered between the placement office and the school's administration comes in the form of the placement director submitting his annual report to the Vice Chancellor for Student Affairs, assuming the Vice Chancellor reads it. Undoubtedly, there could be interaction such as placement office meetings with different administrators, but none were brought to our attention. As with other schools we visited, it appeared to us that the placement director pretty much does his own thing.

We did uncover a letter from the university's Assistant Research Administration Director to the placement director commending him on the fine Career Week the placement office sponsored.

3.5.2 Staff-Faculty

Formal contact between the placement office staff and the faculty takes on several forms: (1) The placement office sends the recruiter schedule to all faculty members. (2) Members of the faculty participate in various placement office activities. For instance, the Dean of the School of Education, the Chairman of the Department of Education, the Coordinator of Student Teaching and his Assistant, and other Department of Education instructors met with recruiters during the placement office-sponsored Teachers Fair for 1974. Members of the faculty also took part in the Interview Clinic, and the School of Nursing co-sponsored with the placement office the annual Career Day for Nurses.

The placement director did inform us that he had no formal program for coordinating placement office career counseling and job placement activity with members of the faculty who provide students with the same services.

3.5.3 Staff-Student-Alumni

The placement office staff interaction with students mainly takes on three forms: first, when the placement office informs students of its services; second, if and when a student chooses to avail himself of the placement services. If he does choose to do so, he must make a trip to the placement office where he most likely will:

1) inquire about general information:

2) use the library services;

3) make an appointment for counseling;

4) register for part-time and/or summer work; and

5) if he is a senior, sign up for recruiter interviews.

The third form of interaction takes place in the participation in the various placement office special activities such as the Annual Career Activities Program, Teachers Fair, Interview Clinic, and on-campus Federal Service Entrance Examination, and various seminars that deal with different aspects of job placement and career counseling.

Students who participate in the above special activities are asked to fill out a short form rating the program.

3.5.4 Staff-Industry

We uncovered the following placement office/staff-industry interaction:

1) Business/industry and government agencies participate in the placement office-sponsored annual Career Activities Program. Representatives from these organizations provided students with career counseling.

2) School systems participate in the Annual Teachers Fair where recruiters interview students.

3) Recruiters participate in the Annual Interview Clinic where they conduct mock interviews with students.

4) Personnel from the medical fields participate in the Annual Career Day for Nurses.

5) Employers participate in the placement office-sponsored Summer Employment Program.

6) Business/industry, school districts, and government agencies participate in the recruitment program.

7) Trips made by the placement director and/or his assistant to various conferences, meetings, and to visit potential employers.

Members of business/industry, school districts, and government agencies who participate in the Career Day Programs and Interview Clinic are asked to rate the activity. Also, each recruiter is asked to evaluate the placement office staff, facilities, and each student he interviews.

3.5.5 Staff-Student and Professional Groups

Nothing uncovered in this area.

4.0 OTHER CAMPUS PLACEMENT SERVICES

4.1 FORMAL

None.

4.2 INFORMAL

As stated in section 2.2, the various schools within the university provide career counseling and job placement assistance to students. But this assistance appears to be unstructured and no record of services rendered was provided us. Although these services seemed to be operating at many levels, depending on the academic department or the faculty member interviewed, we do feel that one department possibly provides students with a higher level of job placement service. According to the Chairman of Sociology/Social Service, all of the students that are enrolled in his department receive job placement assistance from his department. He said that employers contact him with high frequency regarding their employment needs. He also stated that the frequency level was high in regard to his contacting employers on behalf of students concerning their employment needs. The Chairman went on to say that all of his department's 1974 graduates were placed on jobs or in graduate school and a roster is maintained on all sociology/social service alumni. Finally, the Chairman said that his department does not coordinate their placement activities with the placement office.

The university takes part in a Cooperative Education (Co-op) Program. Co-op is funded by HEW and involves employers all over the country. The program has an interrelated work and study content planned and supervised to produce optimum educational results by providing experience that enhances knowledge associated with the student's professional objectives. This past year there were 150 students in the program. The Co-op director told us that his staff provides the enrollees with career and job counseling and placement in career-related work experience jobs. The director also informed us that many times the student will, upon graduation, be placed in a permanent career position with the business or agency where he co-op'd. Also, upon graduation, the Co-op student's file is given to the placement office.

5.0 ULTRASYSTEMS' EVALUATION

5.1 THE COLLEGE PLACEMENT SERVICE

5.1.1 Facilities and Office Atmosphere

We believe the best means to evaluate facilities is to ask the opinion of the people who use them. The placement director feels that his facilities are not adequate. One area of complaint is that nine private interview rooms are not enough. He feels that 16 to 18 are needed. Also, he feels that a separate library room is needed. (It is now located in one corner of the reception room.)

The placement director feels that the placement office is well located. We found this a little odd since the office is situated some distance from what many "experts" consider a good location--the student cafeteria and student union/bookstore. The placement director's reason for liking the location of his office is that it is in close proximity to the senior men's dorm.

It should be added that spacewise the placement office has the finest facilities encountered among the ten schools visited by this team. With nine private interview rooms, they are far and away ahead of everyone else. Also, the reception area is larger than any of the others. But we do agree with the placement director that his office could use a separate library room.

5.1.2 Management and Staff Attitudes

We found the placement director and his assistant very friendly and most cooperative. The latter set up all of our interview appointments and assisted our team in every way possible. We would also like to add that the Assistant Director is young and we feel he would have no problem being able to relate to college students. Two additional placement office staff members--the Administrative Assistant and Secretary--are also young. In general, the placement office staff appeared to be very happy in their work.

5.1.3 Industry Rapport

Based on our observation, a sampling of letters directed to the placement staff, the number of organizations that recruit on the campus, the participation of many companies and organizations in the placement office-sponsored special activities, and the contributions from companies in the form of paid travel expenses, equipment, and outright cash, we must conclude that the placement office has excellent rapport with business/industry, school districts, and government agencies.

Of the ten schools visited by this team, only this placement office has two full-time professional staff members. We got the impression that the Assistant Director took care of the day-to-day running of the office which should give the placement director ample time to develop employer contacts and engage in PR-type work.

5.1.4 Administration and Faculty Interaction

As stated in section 1.3.2, the placement director reports to the Vice Chancellor for Student Affairs. Apparently, the only involvement by the Vice Chancellor in placement office activities results from his receipt of the annual placement office report. The report for 1973-74 is most thorough in describing placement office goals, activities, etc., so reading the report alone should keep him abreast of what is going on in the placement office.

The placement director has no formal program for coordinating placement office career counseling and job placement activity with members of the faculty who provide students with the same services. The placement office does utilize faculty in the role of consultants to special programs such as the Teachers Fair, Interview Clinic, and Career Day for Nurses.

In general, the placement office/faculty interaction at this university is probably operating at a higher level than any college we visited. But even at that, the placement director said he could use an additional staff person to "work" with the faculty. He didn't detail specifically what form this work would take.

We do have three suggestions for increasing placement office/faculty interaction. First, each academic department should appoint a faculty member as head of placement to be a liaison between the department and the placement office. Second, the placement office and members of the faculty should exchange ideas about assisting students with job placement. Third, the placement office should feed back to faculty what happens to their graduating students who are out in the world of work. This possibly would assist members of the faculty in developing their academic programs.

5.1.5 Effectiveness

a. Qualitative - Based on our visit to this university and other colleges and universities, we feel that the placement office provides a high level of service to the school's student body.

Comments will now be made on what we feel are the weak and strong areas of the placement service. First, the weak:

1) As with all of the other colleges visited, the placement office provides a very low level of service to students majoring outside of the Business, Engineering, Chemistry, and Education areas. Little is done for students majoring in English, History, Art, Music, etc. Granted, most companies that recruit on college campuses are looking for students with specific skills. However, something should be done for students in the liberal arts area.

2) Lack of separate room for library use and what appeared to us as being an absence of meaningful career and job information publications.

3) Complete physical separation from Counseling Center which performs counseling and testing, and a lack of coordination of services offered by the two offices.

Second, the strong:

1) Experienced director (14 years in the position of placement director).

2) What appears to be a competent and dedicated staff.

3) Presence of two full-time professionals on staff.

4) Employer relations rapport and level of participation by business/industry and other organizations in placement office activities. (Recruitment, Career Days, and Interview Clinic)

5) Quantity and apparent high level of quality of placement office-sponsored special activities (as mentioned above).

6) The facilities may not be perfect but they are better than most of the others we visited.

7) Involvement of faculty in placement office-sponsored special activities.

8) Level of student participation in placement office-sponsored special activities.

b. Quantitative - The absence of accurate data precludes us from making any positive statements concerning the effectiveness of the program in terms of interview/placement ratio. (The annual report does provide the number of recruiter/student interviews conducted, but placement data is extremely sketchy because of the poor response of students surveyed to determine whether or not they obtained jobs through the placement office.) But we do know how the placement office's customers feel about the effectiveness of the placement office's service. Please refer to section 5.3, Student Attitudes and Response, for tallied data on how the seniors perceive the placement office.

5.1.6 Unique Aspects of the Program

We feel the number of special programs such as the annual Career Activities Program, Interview Clinic, Teachers Fair, and Career Day for Nurses, and the level of employer/faculty/student involvement is unique. No other school visited came close in this area. Of course, we have no way in which to evaluate the above activities in terms of effectiveness. Also, this placement office is the only placement office visited by this team that coordinated any of its activities with another school's placement office. They did so when they co-sponsored the Career Day for Nurses with another university in the state.

5.2 ADMINISTRATION AND FACULTY SUPPORT

As stated in section 1.3.2, the placement office reports to the Vice Chancellor for Student Affairs. We interviewed the Vice Chancellor and found him informed on placement office activities and some of its needs. His knowledge in this area would seem to indicate some form of placement office support. He feels the placement director is doing an excellent job but could use an additional staff member to perform career planning counseling. Also, more follow-up of graduates is needed.

We also interviewed the Director of the Counseling Center. She knew nothing of the placement office activities but did inform us that her office performs career counseling. She indicated that the activities of her office and the placement office are not coordinated in a formal manner.

But, based on the size of the placement office staff, its facilities, and the magnitude of its activities, it must be concluded that, at least in these areas, the placement office has a high level of support from the administration.

Based on our eleven interviews with faculty members, if familiarity and frequency of contact with the placement office means support, then it has it. Seven faculty members said they were highly familiar with the placement office operation; with the remaining four responding that their familiarity could be rated as being on a medium level. As far as frequency of contact, the responses were almost the same as above. Seven faculty members said their frequency of contact was high; three responded, medium; with one saying it was low.

All of the faculty members interviewed said that employers contact them concerning their employment needs. Of the eleven, seven said they do not involve the placement office. Either they refer students to the employer or the employer to the students. Whether or not this indicated a lack of support for the placement office is questionable.

None of the faculty members rated the effectiveness of the placement office as outstanding; but eight rated it very good; two, mediocre; none, fair; with one rating it poor. The faculty member who gave the placement office a poor rating is the Chairman of the Sociology/Social Service Department. His reason for the low rating was that the placement office does not serve Sociology majors.

Based on our faculty interviews which indicate the level of familiarity and frequency of contact of the faculty with the placement office and the level of participation of faculty in the placement office-sponsored special activities, we conclude that this placement office has a high level of support from members of the faculty.

5.3 STUDENT ATTITUDES AND RESPONSE

One hundred students (approximately 11% of the 1975 senior class) were interviewed. Of the 100, 68% had availed themselves of the services offered by the placement office. The services they received with the number of students who received each service follows:

Registration/information	10	(14.7%)
Career planning counseling	8	(11.8%)
Interview counseling	25	(36.8%)
Job placement counseling	14	(20.6%)
Resume preparation assistance	18	(26.5%)
Employer interview appointments	55	(80.9%)

(The percentages add up to more than 100 because many students indicated they received service in several areas.)

When the 100 students were asked how they would rate the overall effectiveness of the placement office, 11% responded, outstanding; 51% said, very good; 26% said, mediocre or only fair; 2% said, poor; with 10% having no comment.

With a 62% outstanding/very good effectiveness rating by the students interviewed, the placement office far outdistanced the rating given the placement office in the three schools we visited prior to our visit to this university.

Even though the relatively high effectiveness rating would seem to indicate that students are pleased with the service provided them by the placement office, we did uncover two areas of some student discontent. First, when asked how they would rate the placement office's success in attracting company recruiters that are interested in their area of spcialization, 18% responded, fair; and 15% said, poor. (26% responded, excellent; 27%, good; with 14% having no comment.)

As with the other colleges visited, it appears relatively certain that the majority of the seniors who are not completely satisfied with the placement office's effectiveness in this area most likely are students majoring in fields other than Business, Engineering, and certain areas of Natural Science and Education.

The second area of student dissatisfaction was also one we have heard before. Twenty-three percent of the seniors felt that the placement office did not do a good enough job at reaching out to students and informing them of placement services. The majority of this 23% felt that the placement office should make more of an effort to inform students at the freshman and sophomore level.

Based on the above senior responses, it appears that the placement office should lock into ways to improve service in the two areas of student discontent. In the first area, employers who hire students who major in the Liberal Arts areas of English, History, Art, Music, etc., need to be sought out. If such employers do not exist (and this is doubtful), then the placement office should develop an extensive library that would provide students who are from the "hard-to-place" majors, with information on what they might do career-wise with their education. Coordination of efforts with faculty who teach in these areas would also be most helpful.

In the second area, ways and means should be developed to better inform and involve students, especially underclassmen, in placement office activities. We realize the placement office already has several methods in operation to accomplish this (please refer to section 3.4.1), but 23% of the students surveyed is a substantial number, so apparently new and innovative ideas are needed to "turn students on" to the services offered by the placement office.

In concluding the "Student Attitudes and Response" section, we want to comment on the seniors' response to our question: "Through what mechanism do you think you will most likely obtain your first job after graduation?" But first, the tabulated results:

My own efforts	64%
Placement office	47%
Instructor's assistance	22%
Relative's assistance	17%
Friend's assistance	13%
Other or no comment	8%

(The percentages add up to more than 100 because many students indicated more than one mechanism.)

It appears that the students at this college have considerably more confidence that their placement office will bring positive job-seeking results for them than is the case at other colleges. Forty-seven percent of them indicated that they expect to get their first job through the placement office. This compares with a computed 21% when all seniors were treated as a group.

A small college located
in the Middle West.

CASE STUDY: A COLLEGE WITH PREDOMINANTLY WHITE STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

The placement office director is administratively responsible to the Vice President for Academic Affairs.

1.3.3 Academic Program

The college has a unique academic program known as the "3/3 plan" in which most full-time students enroll in three courses, equaling three units of credit in each of the three 10-week terms during the regular academic year. The plan is designed to permit a concentration of effort for the students and to stimulate innovative teaching techniques from the faculty. The one-month break during the month of December may be used by the students for extended personal travel, ensemble or team tours, holiday employment, reading or research. With careful planning, the program allows the possibility of meeting the full requirements for a Bachelor of Arts Degree in three years plus one summer session.

The five major divisions under which the various academic departments are grouped include:

- Fine Arts
- Language and Literature
- Professional Studies
- Science and Mathematics
- Social Studies

Students may pursue programs leading to the Bachelor of Science Degree in Education or the Bachelor of Arts Degree in any of the various academic curriculums offered.

1.3.4 Student Population

In 1974, enrollment in the college's four-year liberal arts program was coeducationally balanced with 1,337 students (675 male and 662 female). Approximately 85 percent of the students were from the home state. The remaining 15 percent was made up of 59 enrollees from Pennsylvania, 138 students from 21 other States, and 18 students from seven foreign countries. 43.9 percent of the student body were of the United Methodist faith and the remaining 56.1 percent represented twenty-six other denominations.

2.0 THE PLACEMENT PROCESS

The placement process at the college includes one formal placement office and several informal programs by individual members of the faculty. These programs are discussed in detail in sections 3.0 and 4.0.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The placement office is administered through the Office of the Vice President of Academic Affairs. The office staff is composed of one director and one secretary. In addition to the responsibilities of the placement office, the director also acts as the Educational Programs administrator, which includes the summer schools, continuing education, cooperative education, and internship programs.

3.2 FACILITIES

The placement office is located in the basement of the college administration building which houses most of the university's administrative offices and is easily accessible to students. Facilities include:

- Director's office
- Reception/clerical area
- Career library
- Two interview rooms
- Machine room

3.3 SCOPE OF SERVICES

The scope of services offered by the placement office includes:

- Career and placement counseling
- Job placement assistance
- Cooperative education and internship

The following paragraphs will discuss each of these services in more detail.

3.3.1 Career and Placement Counseling

Students who register with the placement office may receive personal career counseling from the director and they may utilize any other career planning resources provided through the office. These include:

1) Career library

2) "Placement Manual"

3) "Source of Job Leads"

In addition, the Director of Placement will go, upon request, to individual classes, primarily to student teacher groups, and discuss various aspects of career planning. Other programs include a "Career Series" which consists of five presentations per semester. Topics of discussion include:

1) Introduction: "Today is the First Day of the Rest of Your Life"

2) "Alternatives for Education Majors"

3) "Careers for Liberal Arts Graduates"

4) "Resumes, Letters, Interviews, Sources of Job Leads"

5) "The Interview--Selling Yourself"

All programs are attended on a voluntary basis and are scheduled in the evening. No credit is given.

Another element of the career planning and guidance program is the "Faculty Advising Manual," designed as a convenient reference for faculty and staff concerning the areas of career, academic, and personal counseling. The placement director, three faculty members, and two students were responsible for overall project coordination. In brief, the seven major subsections are as follows:

1) Career Advising Guidelines - An Introduction

2) Career Advising - Steps Toward Self-Direction

3) Occupational Counseling for Liberal Arts Graduates not Major-Dependent

4) Labor Market Trends and Their Relationships to Career Planning for the Liberal Arts Graduate

5) Suggestions for Strengthening the College's Career Counseling and Placement Services to Students

6) Writing recommendations

7) Resources

The effect of this effort has been twofold: (1) to open and strengthen the line of communication between the placement office and the faculty; and (2) to alleviate the career counseling burden on the placement office by helping the faculty to become more prepared to handle the students' needs regarding career planning and decision making.

In addition, the placement office works with the various department heads and faculty members to sponsor "Career Days" and "Career Weeks" for each academic area on a rotational basis. This allows faculty members an opportunity to invite professionals to campus who they feel would most benefit the needs of their students. The placement director also encourages students to attend career conferences sponsored by national and community organizations in other areas.

3.3.2 Job Placement Assistance

There are two basic types of recruiters who visit the college campus: those from the field of education and those from business. During the 1974 academic year, 27 schools and 28 businesses recruited on campus. The placement office uses bulletin boards in the Campus Center and the main classroom complex to post notices of interviews and job openings. Additional notices are published in the campus publication, as well as being sent directly to individual students and faculty members.

3.3.3 Cooperative Education and Internships

a. Cooperative Education Program

The Cooperative Education Program is currently in the developmental stages. Proposals have recently been sent to corporations asking for their participation. Each student enrolled in Co-op would have two six-month placements in paid positions related to their academic majors. The students' first Co-op experience would begin during the second half of the sophomore year and second one would commence during the second semester of the junior year or the first semester of the senior year. The students would not take any courses but they would receive a minimum of academic credit for submitting a journal of their experiences and/or a final paper.

b. Internship Programs

Eleven of eighteen academic departments have developed internship programs for their students. There are currently 34 participants in the program which could handle up to 100 students. The internships are formulated on the basis of the students' interests, the professor's requirements and the sponsor's availability and willingness to participate. Most of the matches are formed through personal contacts between the faculty and the employer. The structure of each internship varies from department to department and from student to student. At the present time, most of the internships are handled through the academic departments, however, the placement director is technically responsible for the administration of the internship program on a universitywide basis.

The specific types of internships and guidelines established within each academic department are discussed in section 4.0.

3.4 PROGRAM MANAGEMENT

3.4.1 Marketing and Public Relations

The Director of Placement has only limited travel funds available for the purpose of visiting the facilities of prospective employers, however, personal letters are sent to each company that has recruited on campus over the past two years requesting that they return for the next academic year.

Although no travel money is available in the placement budget for the director to attend national conferences, there are discretionary funds available which may be used for travel if there is a function which is particularly important.

Daily announcements of visiting recruiters are communicated to students in the campus publication. Future plans include development of a monthly newsletter to faculty and students on items of interest in career planning and job placement.

3.4.2 Records, Follow-up Reports and Controls

a. Records

The placement office maintains a "credential file" for each student registered with the office. This file includes the following information:

1. Personal Data Sheet
2. Authorization for Credential Release
3. Candidates Page
4. Four or five confidential references
5. Unofficial college transcript (optional)

b. Follow-up Reports

At the end of each academic year, the placement director requests seniors to fill out a questionnaire which indicates the student employment status upon graduation.

Follow-up letters are sent to the graduates during the summer to update any information which has changed since graduation. An attempt is being made to coordinate the information with any obtained through the alumni office and faculty advisors. Current efforts have achieved about a 70% response.

c. Controls

Information obtained on the employment status of graduates and the number of students utilizing the placement office is summarized by the director and included in an annual report presented to the Vice President of Academic Affairs. Included are:

1. Number of campus interviews
2. Number of elementary and secondary school graduates registered with the placement office
3. Categories of employment and graduate school positions held by graduate
4. Types of firms recruiting on campus

In addition, the director obtains feedback from students on the "career series" which he conducts during the year. This information is used to evaluate the program and increase its effectiveness in the future.

3.4.3 Budget

The operating budget for the placement office is $2,613 and covers items such as office supplies, printing and publication expenses, organization dues and subscriptions, data processing, etc.

Discretionary funds available through the Office of the Vice President of Academic Affairs are used by the placement director, when necessary, for travel to attend national meetings, etc.

4.0 OTHER CAMPUS PLACEMENT ACTIVITIES

The placement office is the only formal office with the responsibility for career counseling and job placement; however, some members of the faculty are actively involved in career counseling with their advisees. The following is a discussion of some of the career counseling and related activities occurring in the various departments by individual faculty members.

4.1 HISTORY AND POLITICAL SCIENCE

a. Career Counseling

According to the faculty member interviewed, career counseling has become a major component of the history and Political Science curriculum. It is conducted by faculty members on a one-to-one basis with each student advisee from the freshman to the senior level at least once each year for one-half hour during the months of January and February.

b. Career Weeks

In the past, the department has sponsored "Career Nights," "Career Rap Sessions," and "Career Conferences," where professionals from government and industry were available to visit with students to discuss their professions and the steps that liberal arts graduates should take in order to determine their own career goals.

Most of the career weeks are now planned in coordination with the placement office which sponsors the events on a rotational basis for each of the academic departments. Faculty members act as advisors in determining the types of professionals and companies that should be represented at the function.

c. Internships

The Department of History and Political Science has been very successful in operating diverse internship programs for their majors. One of the faculty members initiated the internship program for Political Science majors in 1972, in cooperation with the local municipal government. Since that time, the program has expanded to other areas, including various municipal, regional, and statewide administrative, planning, and financial agencies, as well as the State Legislature.

Since the inception of the Political Science program, fourteen students have participated. While registered at the college, in a half-time or full-credit special problems course, the Political Science majors spend a full term as administrative assistants in such offices as the City

Manager, the Water and Planning Division of the State Environmental Protection Agency, etc. The department is now exploring the possibility of establishing an entire series of internships with several state representatives.

The History Internship Program was first established in 1973-74, in cooperation with the State Historical Society. To date, ten majors have interned at the Historical Center in the areas of Educational Research, Archaeology, Historical Research, and Graphic Design connected with historical and educational exhibits. One student is involved in preparation of a concise biography of a local historical society's monthly newspaper. Another student is interned with the State Archaeology Department involved with the excavation and identification of prehistoric Indian remains and artifacts.

The department believes that students come in contact with valuable vocational information and job opportunities in the internship programs. The career choices of several students, in fact, have been influenced by the program.

The History and Political Science Department plans to expand the number of internship opportunities in the future, due to the success of the program since 1972.

d. Alumni Follow-up

The History and Political Science Department publishes an annual newsletter which is sent to graduates of the department. They are kept informed on the activities of the school as well as other graduates. A questionnaire is included with the newsletter which asks the individuals to designate his college major, family and employment status, and to submit a statement which discusses the "impact of the departmental course offerings on your educational experience in college and on your vocational development."

4.2 ECONOMICS AND BUSINESS ADMINISTRATION

A couple of faculty members in the Economics and Business Administration Department are personally involved in providing career counseling to their students through discussions in class and on a one-to-one basis, when requested. The department has students participating in the Accounting Internship Program.

4.3 SPEECH AND THEATRE

Faculty in the Speech and Theatre Department perform career counseling on a personal basis with their advisees and in classroom situations when appropriate.

An intern program is offered to senior students who have an above average record in grades and work activities and who meet other personal qualifications deemed necessary by the faculty for success in the internship program.

4.4 HOME ECONOMICS

Faculty members in the Home Economics Department are involved in career counseling on a one-to-one basis with their student advisees. An introductory course in Home Economics, offered during the freshman year, covers the various careers possible in the field. Guest speakers are invited to class to discuss their personal careers in the field of Home Economics.

4.5 SOCIOLOGY AND PSYCHOLOGY

Faculty members in the Sociology and Psychology Department do career counseling on an informal basis with their advisees and discuss career areas in their introductory classes. Graduates will be invited to come back to classes and discuss their jobs with other students.

The department conducts both the intern program and a teaching practicum program for qualified students. Most of the internships are developed as a result of the student's particular interest and the faculty members' personal contacts with professionals in the field.

4.6 LIFE AND EARTH SCIENCES

Faculty members in the Life and Earth Sciences Department are actively involved on a personal but informal basis with their student advisees, offer career counseling and see that each graduating senior has a place to go upon graduation. The approach to counseling and job placement within the department is very personalized. The faculty feel they must personally know the student's likes and dislikes before they can be effective in finding suitable career alternatives. The department also operates an internship program.

A formal follow-up program is undertaken through a newsletter/ questionnaire which is sent to graduates to find out what they are doing and to inform them of the department activities. Employers are also asked to provide information on their satisfaction with the preparation received by recent graduates.

4.7 CHEMISTRY DEPARTMENT

Career counseling and job placement counseling is provided to chemistry majors, at all levels, on a one-to-one basis with faculty advisors and to seniors enrolled in senior seminars. The primary approach in counseling is to encourage and assist the students to find summer jobs with industry in their area of interest. The senior seminars are held once a week throughout the year. During the fall term, at least ten sessions are set aside for the purpose of discussing resume preparation, interviewing techniques, etc.

The department is currently in the process of setting up a cooperative education program which will give students additional opportunities to make contact with industry.

A departmental newsletter is sent out to former students twice a year asking them for an update of personal and professional information and keeping them informed about what other graduates and the department are doing.

Contacts are made by the faculty through professional associations, consulting activities in industry, and through meeting with recruiters who come to campus. The department usually places its own students through these personal, informal contacts.

4.8 EDUCATION

The faculty in the departments of elementary and secondary education are informally but actively involved in assisting students to find jobs through the placement office and through their own personal contacts. Eighty-five percent of the department's secondary education majors were placed last year.

Every three years the department conducts a selective follow-up survey of graduates for the purpose of revising and updating the curriculum to the demands of the field. Questionnaires are sent out to fifty former students and twelve more are interviewed on a personal basis. Based on the feedback received, recommendations may be made for curriculum change.

5.0 ULTRASYSTEMS' EVALUATION

5.1 BACKGROUND

The current Director of Placement has held the position for one year. His efforts have been directed towards setting up a more well-rounded program, offsetting the effects of a previously imbalanced program which operated primarily in the interest of education majors.

5.2 REPORTING STRUCTURE

The placement office operates at a distinct advantage in terms of its reporting structure. The placement director is responsible to the Vice President of Academic Affairs, a situation which offers maximum flexibility and administrative support in working with the faculty to accomplish placement objectives. The director develops his own program goals and is evaluated in terms of his achievement of those goals.

5.3 PROGRAMS

a. Career and job placement counseling - By and large, the faculty is informally but actively involved in career counseling with their advisees. This takes a big burden off the placement director who doesn't have sufficient time or counseling staff available to meet the career-counseling needs of each student. In support of the faculty's effort, the placement director has prepared a major section of the Faculty Advising Manual which deals with a specific course of action for career counseling of students. In addition, the director will visit individual classes, upon request by faculty members, to discuss career planning and he has prepared a career planning program which may be attended by students during the evening. It deals with both career and job placement problems. Given the time and staff available to the placement director, it seems that he is dealing with the problems of career and job placement counseling in a most efficient and effective manner, primarily in supporting and supplementing the informal faculty effort.

b. Recruiting program - The employer recruiting program is perhaps the weakest link in the placement program. This may be due to several reasons, i.e., the poor economy, lack of travel funds, and/or limited number of majors in the more "marketable" areas of business, accounting, computer sciences, engineering. However, there also seems to be a lack of initiative on the part of the placement director to go out and make "personal" contacts with potential employers at their offices.

This problem was reiterated by a large percentage of the faculty members interviewed and is evidenced by the fact that only 55 organizations recruit on campus and fifty percent of them are school districts.

The director attributed this problem to lack of time because of commitments to other educational programs, including summer school, continuing education, cooperative education, and the internship program. However, both the Co-op and internship programs demand a strong working rapport with a diversity of employers and would benefit greatly by a strong program in that area. The proximity of the college to two major metropolitan areas would not require an extensive travel budget.

c. Job placement - The annual report prepared by the placement office reported the following statistics on the 1973-74 graduating class:

Post-Graduate Status	Percent	No. of Students
Teaching	24	67
Business/Industry	8	22
Other employment	10	29
Military	2	4
Housewife	3	9
Graduate school	17	46
Unknown/undecided	36	101
	100	278

Out of 127 students in elementary and secondary education registered with the placement office, 53 percent of that number were actually reported as having obtained teaching positions.

Of 108 students interviewed by recruiters in banking, insurance, government, and other areas of business and industry, at least 51 graduates were known to have obtained work in those areas. However, it is uncertain whether or not these students actually obtained their jobs through the placement office interviews. It is difficult to determine the effectiveness of the placement office from the information provided in the annual report.

5.4 ADMINISTRATION AND FACULTY SUPPORT

The activities undertaken by the placement office, in general, have the support of both the administration and the faculty. However, the following key problems were identified:

1. Inadequate staff to carry out the counseling necessary to adequately serve the needs of each student.

2. Inadequate budget allocations to hire additional staff and travel to employer offices.

3. Insufficient number of employers recruiting in noneducation areas.

4. Apathy on part of the students in utilizing the resources of the placement office.

5. Liberal Arts majors with unmarketable skills.

The following steps or suggestions were being made by the administration to alleviate the problems:

1. Training and support for faculty members by the placement office in the area of career counseling so that they can continue to offset the load on the placement director.

2. Instituting a "credit" class for sophomores and juniors in career planning and job placement planning to offset the counseling burden on a one-to-one basis.

3. Recommendations for increased budget and staff allocations for 1976-77.

4. Working with academic department chairmen to institute a program of "mini minors" which would give the liberal arts student more marketable skills with which to get a job.

The director demonstrates a very conscientious effort to enhance the relationship and support of faculty members. In addition to preparing the career counseling section of the Faculty Advising Manual, the director maintains informal communication with the department heads regarding the career plans of graduating students and classroom lectures on career planning and job placement are provided whenever requested by faculty members.

Generally, the director seems to have developed a good rapport and visability with the faculty. Of those interviewed, sixty percent were highly familiar with the operation of the placement office, thirty percent had medium familiarity, and ten percent had low familiarity.

A small university located
in the Middle West.

CASE STUDY: A UNIVERSITY WITH PREDOMINANTLY BLACK STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

The university is governed by a Board of Directors and administered by the university president and his staff.

The Cooperative Education Department reports to the office of the Academic Dean.

1.3.3 Academic Program

The university offers a basic four-year liberal arts academic curriculum in the following divisions:

- General and Interdisciplinary Studies
- Business and Economics Division
- Education Division
- Humanities Division
- Natural Science Division
- Social Science Division

In addition, the university requires that each student completes a minimum of three trimesters of cooperative education as a prerequisite to graduation. Although the Co-op experiences are formally evaluated by members of the Co-op staff, they are not related to the students' academic program in any way other than to be in the same general area of interest as the students' academic major. There are no academic grades given for Co-op.

1.3.4 Student Population

Current enrollment at the university is approximately 1,400 full-time students with about one-third of those students living off campus in the location of their Co-op during any given trimester.

Students come from about 33 different states and 16 foreign countries. Approximately one sixth of the students are from the home state with just slightly less from the states of South Carolina and Pennsylvania. The ratio of female to male students is approximately 1:1.12. Ninety percent of the students are from low income families and are considered "disadvantaged students."

2.0 THE PLACEMENT PROCESS

The placement process at the university consists of formal efforts by the Cooperative Education Department and select informal efforts by individual members of the faculty to place students in jobs after graduation.

2.1 COOPERATIVE EDUCATION DEPARTMENT

The Cooperative Education Department is the only formal office at the university responsible for placing students in jobs. The activities of Co-op are expressed on two basic levels:

1) Placing students in Co-op jobs during their four-year university term; and

2) Assisting seniors in finding jobs upon graduation from the university.

The following paragraphs describe the structure of the overall Co-op program and section 3.0 more specifically discusses the activities and the administrative aspects of the program which are more oriented towards senior placement upon graduation.

2.1.1 The Cooperative Education Program

Cooperative Education has been an integral part of the university's study plan since 1964. Since the fall trimester of 1967-68 all freshmen entering have met a graduation requirement of three successful cooperative work assignments.

2.1.2 Goals

The goal of the Cooperative Education Department is to provide each student with an individualized opportunity for a maximum long-range development via a coordinated plan of work and study of practical application and reflective theory.

2.1.3 Student Programs

In selecting their major field of study, students become part of a counseling group working with one of the four specialized Cooperative Education campus-based counselors.

The counselor enrolls each student in one of two "Rotational Plans" which allows the student, after completion of the first two trimesters of the freshman year, to formulate an alternating work-study program over the remaining trimesters of his/her university career.

Upon being assigned to a Co-op experience, each student is provided with an "Assignment Kit" which includes the following:

- Introduction card
- Housing card
- Job description sheet
- Student evaluation by employer
- Re-entry questionnaire
- Time sheets

2.1.4 Co-op Counselor's Evaluation

At the end of each Co-op assignment, the student's regional director (counselor) will make an overall evaluation on the basis of the student's input, the employer's evaluation, and the comments of the university staff members who may have personally witnessed some aspect of the student's Co-op experience. The success or failure of the Co-op experience, as expressed in the counselor's evaluation, becomes the basis for the student being able to meet his/her graduation requirements.

2.1.5 Employer Mechanics

The mechanics for "employer" participation in the university's Cooperative Education Program are described in the following steps:

1) Employer submits job description for each opening (for work period approximately four months away).

2) Employer receives resumes on candidates recommended by university Placement Counselor.

3) Employer representative interviews candidates during campus Career Week (desirable but not necessary).

4) Employer or Placement Counselor administers tests, if mutually desirable.

5) Employer arranges plant visits when appropriate.

6) Employer advises of his decisions as early as possible so that "turn-downs" can be resorted to other jobs.

7) Employer receives formal agreement from Placement Counselor, also signed by student.

8) Employer writes letter to student, with copies to Placement Counselor and often to parents.

9) First week on job - employer may offer assistance in housing and transportation, realizing that this too is an important learning process.

10) First week on job - orientation to employer organization; career opportunities and responsibilities; assignment to supervisor (orientation of supervisor to educational goals).

11) Mid-term evaluation with student internee.

12) End-of-term evaluation, with student internee, in writing with recommendation to Placement Counselor. This report from the employer should include recommendations as to academic, personal and career development.

Upon completion of the student's Co-op experience, the employer is asked to prepare an evaluation of the student's work performance. This report is submitted to the Co-op counselor who uses it as one criteria in evaluating the student's Co-op experience.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The Cooperative Education Department at the university is administered through the Office of the Academic Dean. The day-to-day operations of the program are currently the responsibility of the Acting Director of Cooperative Education. The on-campus professional staff includes:

1 Acting Director

3 Regional Directors (Counselors)

1 Senior Placement Director

Note: One of the Regional Directors also acts as an Associate Director of Co-op.

In addition, three full-time job developers are employed to assist the specialized campus-based counselors and recruit job-related cooperative work assignments. These three job developers are based in two major cities in the home state and in Philadelphia, Pennsylvania, with other geographical responsibilities and day-to-day contact with students, employers, and alumni groups.

The responsibilities of the three Regional Directors are primarily oriented around counseling Co-op students, coordinating their Co-op experiences and making evaluation of same. Each Regional Director handles Co-op students in his or her specialized area. At the present time, these areas are divided into:

- Business and Accounting
- Engineering, Science, Math, Political Science, Biology and Economics
- Education and Humanities
- Sociology and Psychology (No one currently assigned)

The Senior Placement Director is responsible for career counseling and placement of all seniors in either graduate schools or jobs upon graduation from the university. The program is relatively new and has not yet been fully developed. In the past, this responsibility has been carried out by the Regional Directors.

3.2 FACILITIES

The Cooperative Education Department is housed in an old two-story residence located on the new campus and within a few yards of the primary classroom facility.

Each member of the professional staff has a private office; however, only limited space is available for interviewing activities by on-campus recruiters. Only two recruiters may be accommodated at one time without encroaching on staff office space.

A career library with information on various companies and agencies is available for students' perusal.

3.3 SCOPE OF SERVICES

The Cooperative Education Department offers services in the following basic areas:

- Cooperative Education
- Career Counseling
- Job Placement Counseling
- Senior Job Placement
- University/Industry Clusters

Although Cooperative Education is the primary mandate of the department, the cumulative impact of the Co-op experience contributes significantly to the department's efforts in providing career and job counseling, as well as senior job placement upon graduation. The overall structure of the Co-op program was discussed in section 2.0. This section will deal more specifically with the other basic services and their interrelationship with Co-op.

3.3.1 Career and Job Placement Counseling

Each student enrolled at the university is required to work directly with at least one Co-op Counselor (Regional Director) who is assigned to the student's area of academic interest. The counselor is responsible for helping the student to define his/her career goals and to formulate a purposeful Co-op which enhances his/her career and academic objectives. The student-counselor relationship is formally maintained over a period of at least three academic years, because of the structure of the rotational Co-op plan.

In addition, informal counseling is available to the student, if requested, from the Director of Co-op, job developers, alumni, faculty, and employers. Likewise, job placement counseling is an integral part of the Co-op counseling experience. The students must learn how to write a resume and how to conduct an interview in order to develop their Co-op jobs.

The Cooperative Education Department conducts three "Career Weeks" per academic year. This activity takes place during the months of October, February, and June. During this time, approximately 50-60 employers are invited to campus to discuss their organizations and interview students for both Co-op and full-time placement upon graduation.

3.3.2 Senior Job Placement

Over the past several years, "senior placement" has been the responsibility of each Co-op counselor who would work with his/her advisee on a one-to-one basis to locate full-time positions upon graduation. In recent months, a new position has been created and this responsibility has been assigned to a "Senior Placement Director" who reports to the Acting Director of Co-op. Students will be counseled on a one-to-one basis, at their own initiative; however, they will not be required to utilize the services of senior placement.

The students participating in Co-op are thought to have a distinct advantage in senior placement for the following reasons:

- Students in Business, Engineering, Science, and Math are very often asked to stay on with their Co-op employer after graduation, if they have performed well.
- Co-op students are usually more attractive to other employers because of their on-the-job experience.
- Students have an opportunity to develop personal job contacts while they are out working on Co-op assignments and they also have a chance to find out what employers expect of their employees.

Although program planning was still at a very preliminary stage, the Director of Senior Placement plans to centralize all senior files and to work closely with the alumni office in locating alumni who can be helped in placing new graduates. Other plans include a senior level class on job placement counseling which will be taught by members of the Co-op staff and will include outside speakers in various professional areas.

3.3.3 Industry Cluster

Another integral part of the Co-op program at the university is the Industrial Cluster Program which is operated in conjunction with the National Alliance of Businessmen. The cluster meets about three times per year.

The purpose of the Industrial Cluster is to bring together a group of industries and businesses willing to work with the university to build up and support Co-op through donations of equipment, professional expertise, housing and office space for job developers and increased employment opportunities for university students and graduates.

During the fall of each year the cluster organizes a "career symposium" on campus which presents guest speakers and approximately ten workshops dealing with opportunities in different career areas. The university has representation on the steering committee which organizes this event.

Student participation in the Industry Cluster gives students a choice to meet with industry and work with the university to define areas of common interest. Future plans include setting up a task group with the purpose of obtaining at least one Co-op job with each industry participating in the cluster. This will be followed by the task of finding one more Co-op job with a related industry or company subsidiary.

3.4 PROGRAM MANAGEMENT

3.4.1 Marketing and Public Relations

The Cooperative Education Program is a trademark for the university and thus it receives the benefit of promotion by most of the administrators who interface with the public and private sectors. These include the Board of Directors, University President, Director of Development, Director of Alumni Affairs, etc. More specifically, the Cooperative Education Department carries out its marketing and public relations functions by working with the Industry Cluster:

a) Developing and maintaining personal relationships between Co-op employers and the Co-op professional staff of regional directors and job developers.

b) Working with the Industry Cluster Program.

c) Sponsoring Career Weeks for employers to visit campus and discuss their organizations.

d) Keeping employers, alumni and the public informed about Co-op through brochures and newsletters.

3.4.2 Records, Follow-up Reports and Controls

The Cooperative Education Department maintains detailed records for each student on Co-op evaluations by employers and Co-op counselors, however, no records are maintained on the employment of graduates.

No formal controls have been established for reporting the effectiveness or progress of Co-op to the Academic Dean.

3.4.3 Budget

The Cooperative Education Program at the university is funded through friends from both the Ford Foundation and the U.S. Department of Health, Education and Welfare. The total budget is approximately $141,000. This includes salaries for 8 professionals and 4 secretaries, and $12,000 for travel, office supplies, and maintenance. Of this amount, senior placement is allocated an operating budget of $10,500 annually for personal services, supplies, travel, information, and communication.

4.0 OTHER PLACEMENT SERVICES

None uncovered.

5.0 ULTRASYSTEMS' EVALUATION

5.1 BACKGROUND

At the time of the study, the senior placement office at the university had been in existence only two months. No formal program had been established.

Senior placement, which operates under the auspices of the Cooperative Education Department, had in the past been handled by the Co-op counselors as an extension of their Co-op responsibilities. The new position will channel all seniors who desire job placement assistance through one senior placement director.

5.2 REPORTING STRUCTURE

The senior placement director reports to the Director of Cooperative Education. Given the strong visibility of the Co-op program, this is not an undesirable relationship. Because all students are requested to go through Co-op, the senior placement program, which operates in the same physical location, could become a national extension of their total career and job development experience. On the other hand, the mandatory requirements of participation in Co-op do not hold true for senior placement.

5.3 PROGRAMS

This university is an anomaly in terms of the magnitude and nature of its Co-op program. This, plus the unique administrative relationship of Co-op to senior placement, will definitely have an effect on the senior placement programs to be implemented.

On the positive side, senior placement will benefit greatly from the momentum established by Co-op in terms of developing employer contacts, providing students with marketable experience, and increasing the involvement of students, at an early age, in the career planning and placement process.

On the other hand, the senior placement program, unlike Co-op, is not a mandatory requirement for the students, and some may elect not to take advantage of its resources. In the opinion of this researcher, the previous arrangement whereby Co-op counselors maintained responsibility for senior placement with their student advisees may have been a more desirable alternative because of the continuity it provided.

These comments, however, are purely speculative because there is no basis on which to evaluate the senior placement program at this time.

5.4 ADMINISTRATIVE AND FACULTY SUPPORT

There is no question that the Cooperative Education Department at this university has the support of the administration. Co-op is a university trademark and its priority has been firmly established through large budget and staff allocations, mandatory student participation, and strong public exposure and support by university administrators.

The most critical incongruity exists with respect to the relationship between the Co-op program and the academic program. Although a vehicle does exist for the faculty to provide input in the Co-op evaluation, there has not been significant involvement.

The faculty generally feels alienated by the Co-op process and as a result the two operate as distinct and separate entities. This is not necessarily the fault of the Co-op staff or lack of interest on the part of the faculty. It seems to be a problem created and maintained by the attitudes and philosophy of the administration as to why Co-op exists. Because of the administrative relationship of senior placement to Co-op, it is anticipated that this dichotomy of attitudes will be extended to programs implemented for senior placement.

A small university located
in a mideastern state.

CASE STUDY: A UNIVERSITY WITH PREDOMINANTLY BLACK STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

The university is governed by a Board of Trustees. The Board of Trustees elects the university president who is responsible for the administration of the college. The major reporting divisions are headed by:

Vice President for Student Affairs
Vice President for Development
Vice President for Fiscal Affairs
Dean and Registrar
Vice President for Academic Affairs

The Director of Placement reports to the Office of the Vice President for Student Affairs.

1.3.3 Academic Program

The academic program is organized into three divisions. These include:

I. The Humanities
II. The Natural Sciences and Mathematics
III. The Social Sciences

These three divisions offer a wide variety of academic programs leading to the A.B., B.A. and B.S. degrees. Special programs are provided for preparation in the fields of engineering, international service, law, medicine and other areas of graduate study.

The university in conjunction with a medical college and hospital co-sponsors a program designed to give its students an opportunity to earn both a Bachelor of Arts Degree and a Medical Doctor (M.D.) Degree after only six years of college study.

1.3.4 Student Population

The university's predominantly black student enrollment was approximately 1,062 students during the 1972-73 academic year.

The geographic distribution of students attending is summarized below:

New England States.................	29
West South Central States..........	1
Middle Atlantic States.............	789
Far Western States.................	5
South Atlantic States..............	133
East North Central States..........	3
U.S. Possessions...................	15
East South Central States..........	22
Foreign Students...................	45
	1062

2.0 THE PLACEMENT PROCESS

The placement process at the university, as it relates to both placement, career and job counseling, is multifaceted. There is one University Placement Office but there are a number of other programs which do have some input into the placement process. These include:

Coordinator of Counseling
SPEED Program
Cooperative Education Program
IMPACT Program

In addition, there are some faculty members who are involved, on an informal basis, in the placement process.

The University Placement Service is discussed in Section 3.0; the other formal and informal activities are discussed in 4.0.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The Placement and Career Counseling Office at the university is administered through the Office of the Vice President for Student Affairs. The placement staff includes one director, one secretary and eight student workers who work a maximum of fifteen hours per week.

3.2 FACILITIES

The Placement Office is located on the fourth floor of the Student Affairs Building, at the northeast corner of the campus. This building houses most of the University student affairs offices and is only a few yards from the Student Union Building.

The facilities of the placement office include:

1	Director's Office
1	Reception/Clerical Area
4	Interview Rooms
1	Career Library

Located on the same floor, adjacent to the career library, is the Cooperative Education Office, although it is unrelated to the placement office administratively.

3.3 SCOPE OF SERVICES

The scope of services provided university students through the placement office are outlined in the "Placement Office Student Manual," and include:

Career Counseling and Planning
Job Placement Counseling
Job Placement Assistance

3.3.1 Career Counseling and Planning

The Director of the Placement Office personally counsels any student, from Freshman through Senior level, willing to discuss his or her career goals.

During each student's Senior year, the placement director prepares a summary evaluation of their career development activities throughout their four years. The purpose of the evaluation is twofold: (1) to provide the graduating senior with pertinent information about their progress to date with the placement office; and (2) to document pertinent information relating to the level of effectiveness of placement services and to identify areas for strengthening and improving career counseling.

Other counseling resources include a career library which displays brochures, catalogs and other information from various organizations, agencies, and graduate schools. Freshmen, Sophomores, and Juniors are provided with a pamphlet entitled "A Career Planning Guide" which outlines the career planning procedure each student should follow in order to best define his or her career goals.

"Career Days" and Career Weeks" are also an integral part of the placement office program. These include:

- Federal Career Days - coordinated in conjunction with the U.S. Social Security Office
- Career Days with Fraternities
- Junior Class Career Days
- Career Development Week - three-day informal seminar which includes presentation of information to students on self-evaluation, career exploration, preparation for careers.
- Follow-up of Career Development Week - Setting up tables in the Student Union Building with information on careers and career planning

3.3.2 Job Placement Counseling

Personal job placement counseling is provided, upon request, to seniors who register with the placement office. Each senior receives a copy of the "College Placement Manual" which is a compilation of over 2,000 employees in business, industry, and government. Students also receive a book on interviewing techniques for personal study. A portion of the Career Week seminars discussed in the previous section cover certain aspects of job placement, such as resume preparation, interviewing techniques, etc.

3.3.3 Job Placement Assistance

The Placement Office provides job placement assistance to seniors and alumni who are seeking full-time employment. The program is divided into the:

Pre-recruiting activities, and

Interview and recruiting season activities

Each year, during the months of July through October, the placement office is heavily involved in preparation for the "recruiting season." Activities undertaken during the period include:

1. Scheduling interviews with companies, agencies, and organizations through direct correspondence, requesting dates for the fall and spring seasons. Includedin the correspondence is an "Interview Data Sheet" and a "Summary of Potential Graduates for the Coming School Year."

2. Registering seniors and developing information packets on each student wishing to obtain interviews and placement assistance from the placement office.

In addition to these on-campus activities, the placement program includes related off-campus functions, such as:

1. Visiting and touring facilities of employers recruiting on campus to determine the types of positions available, the working conditions, employee attitudes, and organizational policies of the company and providing information to the employer on the university, its programs, and areas of growth in relation to the needs of the companies visited.

2. Participating in off-campus professional organizations, including the College Placement Council, College Placement Services, Middle-Atlantic Placement Association and the Industry/Cluster Association sponsored by the National Alliance of Businessmen.

3. Interview and recruiting season activities - During the interview season, activities related to securing employment for university students include:

a) Posting and disseminating monthly schedules of organizations and visiting companies to students and faculty.

b) Meeting with recruiters. A typical recruiting day begins at 9:00 a.m. and ends at 5:00 p.m., with recruiters being provided with the following information:

   - A schedule of the day, listing the name, major, time of interview of each student scheduled.
   - A copy of the "Personal Data Sheet" of each student to be interviewed.
   - An evaluation form for each student to be completed by the recruiter.
   - A copy of the unofficial transcript provided by the student (optional).
   - A copy of the resume of the student to be interviewed.

c) Arranging pre-recruitment visits between recruiter, department heads, and faculty members who would like to discuss academic programs and student activities, prior to actual recruiting day.

d) Meeting with classes prior to recruiting season to review interviewing techniques and answer questions related to job placement activities.

3.3.4 Industry Cluster

The Director of Placement is responsible for coordinating the Business/Industry Program for the university. The major program goal is to develop a mutually rewarding relationship centering around the placement function. The program is established in coordination with the College/Industry Cluster sponsored by the National Alliance of Businessmen. Throughout the year, their organizations conduct conferences which are attended by the Director of Placement. Through this alliance, business can assist the university through donation of equipment and other expertise, and the university can assist business by providing well-trained graduates for employment.

3.4 PROGRAM MANAGEMENT

3.4.1 Marketing and Public Relations

In addition to the marketing and public relations activities mentioned above, such as plant visitations and membership in professional organizations, the Director of Placement has included the following in his program:

1. Development of a summer and a weekly newsletter for students listing job offers and other information about companies recruiting on campus.
2. Including articles and advertisements in the school and local newspapers.
3. Contacting the local radio station about spot announcements on placement activities.
4. Using campus bulletin boards and a system of memorandums to communicate placement office activities to interested administrators, department heads, and faculty.

3.4.2 Records, Follow-up Reports and Controls

The Director of Placement has developed a "Placement Office Policies and Procedures Manual" which facilitates the annual administration of the office through an established program flow. The manual includes a format for a variety of administrative forms to maintain records, follow-up reports and controls.

1. Student Records - Students who register with the placement office are asked to establish a file which includes:
   - a) Confidential registration form
   - b) Personal data sheet
   - c) Three reference request sheets
   - d) Sample resume
   - e) Sample letter of application of transmittal
   - f) Senior placement interview
   - g) Career interest inventory
   - h) Copy of transcripts (optional)

2. Follow-up Reports - At the end of the academic year, the placement office sends out a "Placement Follow-up Form" to all recent graduates to determine their employment status and whether or not they would like additional help from the placement office.

3. Evaluation - Graduating seniors are requested by the placement office to fill out an evaluation of the effectiveness of career development services offered by the university. The Director uses the information obtained from the students to reassess the program and make any necessary changes to improve the program effectiveness.

3.4.3 Budget

The operating budget for the placement office is $6,261.00 made available through an AIDP grant to the university.

4.0 OTHER CAMPUS PLACEMENT AND COUNSELING ACTIVITIES

Other formal job-related counseling and placement programs occurring at the university include:

1. Coordinator of Counseling
2. SPEED Program
3. Cooperative Education
4. IMPACT Program

All of the counseling programs that receive federal or state funding are coordinated by the Coordinator of Counseling. This function is described in Section 4.1 along with a description of the various programs.

4.1 FORMAL PROGRAMS

There are several individual counseling and development programs available to qualified students at the university. Some of these programs are totally unrelated to career and job placement counseling, and others are tangentially or directly related. This section deals only with those programs that offer some type of opportunity for career counseling and/or job placement counseling to the students.

These programs are not all under the same university Vice President; because of the number of programs and the similarities between them, the university established a "Coordinator of Counseling" function.

At the present time, the only program that does not work with the Coordinator is the Cooperative Education Program. The role of the Coordinator is discussed below:

a) Coordinator of Counseling - The major objective of the Coordinator of Counseling is to coordinate all of the counseling activities within the university that are funded through federal or state programs.

   The Coordinator is currently working with the Director of Placement in a program to group students with similar career orientations so that they may discuss their goals and ambitions with others, under the professional guidance of the placement director. In addition, the placement director is involved with the coordination of a program to train counselors for Career Development Week.

The Coordinator of Counseling plays a dual role acting also as the only counselor in the University Counseling Center. Approximately 60% of her time is spent in a counseling capacity and 40% in a coordinator role. The program is funded through the university operating budget and receives about $8,000 per year.

Some of the other activities sponsored through the function and related to career development include:

- Establishing a professional library for career counseling.

- Providing training sessions for "Peer Counselors" or student counselors. (This program involves approximately 40 students who participate in seven "training sessions." They are introduced to counseling techniques, consultants are brought to campus, and career counseling problems are discussed in one session.)

- Providing individual consultation for students on career planning or their personal problems.

b) SPEED Program - SPEED (Special Program for Enriching Educational Development) is a federally funded program which offers remedial and other supportive services. It primarily serves Freshmen and Sophomores but will also serve interested upperclassmen.

The SPEED Program utilizes the services of three professional counselors, peer counseling, tutors, and reading, writing, mathematics and language laboratories.

It provides counseling (career development, academic requirement check list, course registration, referrals, and supportive services) and tutoring to enhance academic programs.

c) Cooperative Education - The Cooperative Education Program is in the developmental stages. It is being funded under part of the AIDP grant received by the university. It will be independent of the university placement office and the Coordinator of Counseling, but it will be conducted through the Office of the Vice President for Academic Affairs. The program is staffed with one director and one assistant director.

d) IMPACT Program - The Chairman of the Mathematics Department is personally responsible for developing the IMPACT Program at the university. IMPACT (Institute in Mathematics for Potential Activities) is explicitly designed to interest and help qualify black students in the actuarial profession. Its purpose and design is to uncover and train talent among black students for the actuarial profession. Black students are recruited from all over the country to attend the six-week Institute at the university.

4.2 INFORMAL ACTIVITIES

Of the faculty members interviewed, those who had any sort of informal involvement in career development activities were also involved in some activity outside of teaching which allowed them to make contact with employers in business, industry, education, and other professional areas.

For example, the Chairman of the Mathematics Department is also responsible for conducting the IMPACT Program described earlier. This activity makes it necessary to interface with members of the insurance profession, thereby giving him personal contacts to pass on to interested students.

In the Psychology Department, another involved faculty member is serving as a member of the Board of a State Mental Retardation Committee. This same professor was involved with the Clinical Intern Program which allowed interface with prospective employees.

Likewise, the Chairman of the Department of Education uses his memberships in professional associations and his involvement with the student teaching program to consciously make personal contacts with prospective employers for his students.

The Chairman of the Sociology Department is responsible for securing research contracts for the university which provide students with an opportunity to work in their field of interest. In addition, the sociology program offers field work courses in which students are placed with agencies for two days per week under the supervision of the agency and its staff. Students are required to participate for two semesters at the junior or senior level. Although they receive no pay, they do get course credit. About twenty students participate per semester, and they are transported by faculty members to their place of employment. After a student has completed his field work, the employer will usually hire the student for a full-time position.

In general, the efforts of the individual faculty members did not represent a total involvement on the part of other staff members in the departments. This type of activity was undertaken on a personal basis and had no formal coordination through the placement office.

5.0 ULTRASYSTEMS' EVALUATION

5.1 BACKGROUND

The Director of Placement at this university has held the position for two years. He is a recent graduate of the university and has personally known many of the students and faculty members over a period of years. He is currently doing graduate work in the field of Counseling and Career Education.

5.2 REPORTING STRUCTURE

The placement director reports to the Vice President for Student Affairs. This reporting structure is complicated by the fact that the Vice President for Academic Affairs is responsible for the activities of the SPEED, TIME, and Cooperative Education Programs, which are somewhat interrelated to career counseling and placement.

This gap is somewhat budgeted by the coordinator for university counseling, however, the Cooperative Education Program is currently not involved in the interface.

The Vice President for Student Affairs recognizes the need to relate to the faculty and the other programs which fall under the jurisdiction of the Academic Dean, however, this problem has not yet been resolved.

The impact of this reporting structure on the career counseling and placement process is an unnecessary overlap of effort and no systematic way to coordinate the activities of each program as they affect the progress of a particular student.

It is this researcher's opinion that if the reporting stucture were changed to consolidate the related activities under the jurisdiction of one administrative Vice President, more opportunity for the continuity of direction and interface could exist, thereby maximizing the impact of the total counseling and job placement effort for the students.

5.3 PROGRAMS

a) Career Counseling and Job Placement Counseling - This activity is handled by the placement director and involves counseling about fifty percent of the senior class concerning their job or career goals. The director works with the coordinator of university counseling to advise other members of the university staff, specifically in the area of "career counseling." Students are sometimes referred to the placement office from the University Counseling Center, however, most students who visit the office come in on their own initiative. The director is making a conscious effort to improve the effectiveness of the counseling program.

The system of providing student counseling evaluation is a unique program which shows a good opportunity for feedback to improve the effectiveness of the program. The career series seminar is also an innovative program which could be very helpful to students.

The major obstacles faced by the director of placement in implementing his counseling program are the (1) relatively large number of other counseling programs which tend to diminish focus on the placement office as a counseling resource; (2) the lack of overall support and participation by the faculty in career counseling; and (3) the apathy of students in utilizing the available resources.

(b) Job Placement - The job placement and recruiting program, described in Section 3.3.3, is well organized and managed, however, the poor economy has been a major factor in the decreasing number of employers who visit the campus. The major weakness in this program is the number of students placed vs. the number offered and interviewed for jobs. Only 20 percent of the students interviewed by business and industry were offerred jobs and only 11 percent were actually placed in jobs. In teaching, 100 percent of the students were placed.

Another problem is personal visits by the Director of Placement to prospective employers. This problem is largely one of having available travel money and staff time. Coordination with the Cooperative Education Program would facilitate this type of activity for the placement director, however, under the current organizational structure whis would not be likely to happen.

5.4 ADMINISTRATION AND FACULTY SUPPORT

In general, the placement office seems to have moderately strong support from the administration. The budget is relatively large for having only one professional on the staff and the Vice President of Student Affairs appears to be attuned to the activities and problems of the office. Performance measures are important and well-documented, given the short period of time the office has been in operation. The "Placement Office Policies and Procedures Manual" indicates a well-directed and organized program for the office.

The faculty, on the other hand, does not appear generally to be providing the type of support required by the placement office in order for it to be most effective in providing service to the students. Of the faculty members interviewed, the following factors were mentioned as having strong importance in making the placement office more effective:

- Larger budget
- Larger staff
- Greater degree of skill in making student job referrals
- More mailouts to students of job opportunities
- More time devoted to student counseling

A small college located
in a mideastern state.

CASE STUDY: A COLLEGE WITH PREDOMINANTLY WHITE STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 CITY AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

The college is governed by a Board of Trustees whose policies and programs are administered through the offices of the university president and provost.

The Director of Career Planning and Placement reports to the Dean of Students who in turn reports to the provost.

1.3.3 Student Population

A residential college, the present enrollment of 1,200 undergraduates includes 700 men and 500 women.

1.3.4 Academic Program

The college grants the bachelor of arts and bachelor of science degrees and offers a wide variety of courses in the humanities, the arts, business, education, foreign languages, and the social and physical sciences.

A study published recently in a scientific journal revealed that the college has been one of the leading undergraduate institutions in the country in the percentage of its alumni who have earned Ph.D. degrees.

The curriculum stresses flexibility in allowing each student to design a personal education program suited to his own particular interests and goals. In the fall of 1971, the college established as part of its new curriculum the "program of emphasis" which allows each student to draft his own "program of emphasis," listing the "units" he intends to take and explaining how each of them will help to achieve his educational and vocational goals.

The term "units" is used instead of "courses" since students can earn credit in a variety of other ways in addition to taking traditionally conducted lecture courses. For example, a student can complete an independent study or research project, spend a year abroad or part of a year at another college, work on a one-to-one "tutorial" basis with a faculty member, or acquire practical experience through an internship at a factory, business establishment, hospital or with a social or governmental agency.

Each student must make such decisions for himself and then justify his program in writing. The written justification is submitted to the faculty-student committee for approval and becomes part of the student's placement academic record.

The one basic requirement for a "program of emphasis" is that it must consist of 15 academically justifiable and related units which will help the student achieve the objectives he sets for himself.

Students draft tentative "programs of emphasis" in the middle of their freshman year. They must have approval for 10 of the required 15 units by the end of the sophomore year and approval for the balance of units by the close of the junior year. These 15 units become part of a total four-year program of 36 units.

Every student selects two faculty members who serve as his advisers and help him to develop his program. One of the two must have experience related to the student's program of emphasis.

2.0 PLACEMENT PROCESS

The placement process includes one official Office of Career Planning and Placement and a number of informal career counseling and placement activities being conducted by individuals and groups of faculty members in the three main academic divisions at the college.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The Office of Career Planning and Placement (OCPP) is staffed by one director and one secretary. The director is responsible for administering a number of other programs in addition to those in the Office of Career Planning and Placement. He also holds the title of Associate Dean of Students and Director of Financial Aid and administers the veteran affairs and foreign students programs. It was estimated by the director that approximately twenty-five percent of his time is devoted to the Office of Career Planning and the remainder to other responsibilities.

3.2 FACILITIES

The Office of Career Planning and Placement is located on the first floor of a building which is centrally located on campus and houses most of the university's administrative offices. The facilities include:

- one reception/secretarial room
- one director's office
- a career planning library

3.3 SCOPE OF SERVICES

The scope of services provided through the Office of Career Planning includes activities in the following basic areas:

- career planning
- job placement counseling
- job placement assistance

3.3.1 Career Planning

Services provided in this area include personal interviews with the director to discuss career objectives and occupations of interest and access to a "materials library." It has career and job reference materials relating to various fields of work. Literature is on file from many companies, school districts, government agencies, etc.

3.3.2 Job Placement Counseling

In addition to the opportunity for students to hold a personal interview with the Director of OCPP, they are also presented with a handbook explaining the services of the office and the "College Placement Annual." Both of these publications provide information on companies and other job placement suggestions. The handbook discusses the following areas of interest:

- the job market
- about the interview
- before the interview
- the day of the interview
- after the interview
- sample letters to employers

3.3.3 Job Placement Assistance

Additional services provided by the Office of Career Planning in the area of job placement includes the following:

a. Maintaining Student Credential Files

The OCPP is a depository for credential files which students can use when applying for prospective jobs and interviewing. This file is accumulative and after being established in the senior year it can be updated from time to time with additional employment references and academic records. The advantages of utilizing the credential file is that it becomes a central file for one's references and records such that individuals completing references need only complete one copy which OCPP then duplicates to dispense to potential employers.

OCPP follows the policy of releasing credentials only to companies, school systems, or individuals who have a sincere and legitimate interest in a particular student.

b. Maintaining Employer Interview Program

There is the opportunity for seniors who register and establish credentials with the OCPP to interview with recruiters from companies and school systems. The recruiting season usually occurs in February and March and approximately twenty-five organizations visit the college during a given year. A monthly newsletter with the campus interview schedule, announcements of conferences, information on equipment, etc., is sent to each senior by the OCPP and is available to anyone else requesting it.

Normally, sign-up schedules are available one month in advance of the scheduled dates of visitation and students are encouraged to sign up early.

Students who are registered with OCPP must complete the individual resume form to interview. No student may interview unless the data sheet or a personal resume is prepared in advance for the interviewer.

A few days prior to the scheduled interview date, the student is sent a reminder by OCPP concerning the time and location of his or her interview.

c. Alumni Placement Services

When a student registers with the Office of Career Planning and Placement, it is a lifetime membership. The office will help eligible candidates secure positions for the rest of their lives. The services are free of charge at present, but may include some fees for special services in the future.

3.4 PROGRAM MANAGEMENT

3.4.1 Marketing and Public Relations

Currently about 25-30 companies recruit at the college campus annually. The Director of Career Planning and Placement writes about twenty letters a year to new companies inviting them to visit the campus. Approximately two-out-of-twenty responses are received and these are usually in the form of company brochures and information rather than acceptances to recruit.

3.4.2 Records, Follow-up Reports and Controls

A tally is kept of the total number of students who request the services of the OCPP annually. In 1974, there were approximately 130 requests for services and as of April 1974 there were about 98 out of 220 seniors.

Each year OCPP conducts a follow-up study of its graduates with approximately a 30 percent response rate; however, the alumni office also conducts a follow-up study and students who may not answer the OCPP questionnaire may answer the alumni one. Responses from both of these sources are coordinated to give the most up-to-date profile of what the graduates are doing.

3.4.3 Budget

The budget for the career planning and placement function is approximately $500.00, but it is difficult to determine the exact amount because OCPP shares facilities, office supplies, etc. with the Office of the Dean of Students. The $500.00 is allocated primarily to mailing and duplicating expenses.

The total operating budget for the college is approximately $5.1 million but this includes salaries and overhead expenses.

4.0 OTHER CAMPUS COUNSELING AND PLACEMENT ACTIVITIES

Although the Office of Career Planning and Placement is the only formal placement service at the college, there were significant efforts being undertaken by individual members of the faculty. The scope of these activities is the topic of the following discussion.

Academically, the curriculum at the college is divided into three "Divisions." These include:

Division I:	Arts and Humanities
Division II:	Social Sciences
Division III:	Physical Sciences

During the 1973-74 academic year, larger concentrations of student hours were in the areas of Economics and Business Administration, Education, Psychology, Sociology, Biology, and Chemistry.

Research by the study team revealed that some career counseling and placement activities are occurring within each of these divisions, either by individual faculty members in the various departments or by committees or groups of faculty members interested in assisting all students within their major divisions. The following paragraphs report the findings based on faculty members interviewed. Unfortunately, not all members of the faculty could be interviewed in the time available to the study team but, undoubtedly, there are other professors involved in career and placement-related activities whose efforts and procedures are not discussed below.

4.1 DIVISION I - ARTS AND HUMANITIES

In September 1974, members of the faculty coordinating committee for Division I agreed to a program for assisting students in the area of career planning and placement.

Through interviews with professors in Division I, it was ascertained that the program was not yet into full operation, thereby making it difficult at this time to determine its effectiveness. However, individual faculty members within Division I were able to describe some of their personal efforts in career counseling and placement. The following information was provided by an English professor regarding career development activities in his academic area.

Under the "program of emphasis," students are required to have two faculty advisors. This assures a formal relationship between the student and his advisors over and above that offered in the classroom. It gives faculty members an opportunity to counsel students on the courses they may wish to include in their programs and provides a basis for discussion of future career goals and job opportunities for individuals with their particular interests and skills. As part of this counseling effort, each of the faculty members in the language and literature department has on hand career planning pamphlets which they use in discussions with their student advisees. These career planning pamphlets are published by the Modern Language Association of America. They include:

- English - The Pre-Professional Major
- A Guide for Job Candidates and Department Chairmen in English and Foreign Languages

Another opportunity for students to focus on career planning goals is through enrolling in a course designated "Apprenticeship and Communication." It is a work-study concept in which the student is allowed to obtain course credit through actual work in journalism, television, radio, advertising, etc. To participate, the student must tell his faculty advisor in what area he would like to work. The professor then locates a professional person who will agree to let the student work in an apprenticeship situation. The student does not get paid but he does obtain course credit. The student is evaluated on the basis of conferences held by the professor with the supervisor and the student. Most of the students enrolled in the course are above the freshman level.

The faculty maintains contact with each other through their regular monthly meetings which now include discussions on career counseling and placement, and through the weekly meetings of the Pre-Professional Committee. Personal contacts with professionals in the field are consciously maintained, especially with college alumni and with students who work for them. Interface is made on an informal basis with the Office of Career Planning and Placement through the passing back and forth of career and job-related information.

Another member of the faculty in Division I discussed efforts to systematically develop prospective employer contacts for students by going on alumni-sponsored trips and attending admissions functions to meet people who would like their children to attend the college.

Follow-up letters are sent to organizations who employ college students, specifically requesting their comments on the preparation of the student and asking for recommendations on possible improvement of the academic program to better qualify prospective graduates.

4.2 DIVISION II - SOCIAL SCIENCES

Although there seemed to be no coordinated "Division" efforts in career planning and placement in the Social Sciences, there were some significant career development activities occurring at the department levels and by individual faculty members who were interested in the career counseling and placement process.

4.2.1 Economics and Business

The Economics and Business Administration Department at the college has recently implemented a "Business Intern Program," in which qualified seniors are "put into the field" for an entire term to work with a variety of local business establishments. The thrust of the program at present is to give the students an opportunity to view the various types and levels of decision-making that occur within a business organization. The student is moved from department to department in order to get an overview of the process.

Students work on projects which, in the opinion of the faculty, meet the criteria for student analysis of the management decision-making process. The student is graded on the basis of (1) reports provided by the cooperative company; (2) written and oral presentation of the project by the student; and (3) evaluation by the instructor of the student's participation in a concurrent seminar in which he must write short papers and make a mini-report presentation on what the company does for presentation to the rest of the class. Future activities of the seminar include taping the mini-report presentation so that future students will have the benefit of the presentation. The student does not receive pay for his work but he does receive a course grade.

The director of the intern program actively recruits openings for students based on the size and complexity of the organization. The participating groups are not necessarily business firms, some are nonprofit organizations.

Current participants are limited to the local area but future plans are to expand into other geographic areas and to find other types of internship such as accounting and administration.

Each week the director makes one visit to each organization with a student intern. The program takes up about one-half of the director's time per term. Operating expenses for the program, with about eight student interns, are estimated at about $500.00.

Students are not encouraged to approach the organizations participating in the internship program about long-term employment opportunities, but, occasionally, students will work with their intern companies after graduation.

4.2.2 Political Science

Faculty members in the Political Science Department are working to increase career development opportunities through implementation of intern programs with county government, local planning commissions and through the Washington Semester Program which gives students an opportunity to meet federal officials and utilizes other available resources. Other students have been set up with a United Nations Semester. All of the opportunities are developed on the basis of personal contacts between the faculty member and professionals in the field.

As stated earlier, students are required to have two faculty advisors who will assist them in developing their program-of-emphasis. This also allows the faculty member an opportunity to counsel and to work with the student in defining his career goals.

A printout available to political science students outlines:

a) a sample of types of jobs available;

b) related areas - trainee status:

c) some hiring institutions;

d) helpful skills for the political scientist; and

e) related field of study - graduate level.

4.2.3 Education Department

The state in which this college is located is not responsible for the certification of teachers but leaves this to the colleges. This puts the burden of determining competency of student teachers on the faculty. Each student enrolled in the secondary education program has a dossier on file with the department. This includes a comprehensive report, prepared by faculty members, on the competency of all student teachers.

No grades are given, but school districts reading the evaluation reports are able to get a good picture of the prospective teacher's strengths and weaknesses. In addition, the students are encouraged to establish credentials in the Office of Career Planning and Placement so that school districts recruiting through the placement office will have the opportunity to interview them. In 1974, 75 percent of the graduates in elementary education and 70 percent of the graduates in secondary education were placed. The remainder either went into other fields or went on to graduate school.

The secondary education department is publishing a brochure which will be sent out to various school districts. It will include information on the faculty members and a general profile of the students who graduated the previous year in education, although no specific names will be mentioned.

The faculty takes a relatively heavy responsibility for career counseling in the education department because of the limited number of staff members available in the Office of Career Planning to counsel the 200 students in education.

In addition, special programs are conducted where professionals are invited to come in on a regular basis and talk to students about their careers and career development in general.

Follow-up of graduates occurs in the Department of Education, but it is carried out differently by the elementary and secondary departments. In elementary education the head of the program goes out to all graduates working in the field and visits them regarding their new positions and generally getting their responses to the world of work. This also allows the department head to meet with individuals in the various school districts which include those from Maine to Virginia and the Midwest.

The secondary follow-up program primarily involves sending out questionnaires to first-year graduates and preparing a summary report based on the responses.

4.3 DIVISION III - PHYSICAL SCIENCES

Many of the faculty members in the various departments of Physical Science are informally, but very actively, involved in career development, graduate school, and job placement activities for their students. The faculty is very committed to following up leads, conscientiously making contacts at professional and scientific meetings, and carefully following up students who have graduated. In many cases, former students will call professors in the department to let them know when they are leaving a position or when job openings are available within their organization so that other graduates might have an opportunity to fill the vacancies. Based on interviews with faculty members in other Divisions, the Physical Science Division has been so successful with its professional school and job placement activities that it has become an inspiration to other departments in cultivating their programs. The apparent key to their success is that faculty members consciously maintain personal contacts with other professionals in their discipline and with prospective employers who may be interested in their graduates.

5.0 ULTRASYSTEMS' EVALUATION

5.1 BACKGROUND

In addition to his responsibility as Director of Placement, which assumes 25 percent of his time, the Director of the Office of Career Planning and Placement also serves as Associate Dean of Students, Director of Financial Aid, and administers the veterans affairs and foreign student programs.

5.2 REPORTING STRUCTURE

The Director of Placement reports directly to the Dean of Students. His contact with the Dean is frequent and informal; however, their communication is not necessarily concerned with the activities of the placement service. The benefits of this relationship are unclear with respect to placement, given that only 25 percent of the Director's time is devoted to that function. It appears that the bulk of his communication with the Dean is related to his role as "Associated Dean of Students" rather than the Director of Placement.

5.3 PROGRAMS

The service offered to graduating seniors or alumni by the Office of Career Planning and Placement includes provision of a career library; monthly newsletter of interview schedules, and employment information; student credential files; interview scheduling; and personal career and job placement counseling by the director, if requested. It appears that the services of the office are more administrative than programmatic in nature. Records are maintained on the number of requests for service annually. In 1974, there were approximately 130 requests from a senior class of 220 students, however, it was unclear how many of these were repeat requests. Follow-up studies are conducted in cooperation with the alumni office. The response is approximately 30 percent of the senior class.

There was no identifiable marketing program to bring recruiters to campus. and this is reflected in the number of recruiters visiting the college which is very low relative to the number of students.

5.4 ADMINISTRATIVE AND FACULTY SUPPORT

The support of the career planning and placement function by the university administration appears to be fairly low. This is evidenced by the lack of adequate staff and budget allocations. The placement director has so many other responsibilities that the tasks of career counseling and placement have become perfunctory.

This lack of administrative support and creativity has, on one hand, caused the faculty to be cynical about the affairs of the placement office and, on the other hand, to become more concerned with personally providing career planning and placement counseling, as an extension of their own responsibilities. This attitude has gained increased momentum in recent months because of the poor economy and declining enrollments in liberal arts colleges. Academic departments are now beginning to formulate their own career planning and job placement programs, as discussed in section 4.0.

A medium-sized university located
in a southeastern state.

CASE STUDY: A UNIVERSITY WITH PREDOMINANTLY WHITE STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

The university is governed by a Board of Trustees. The Director of Career Planning and Placement reports to the Vice President for Student Affairs who in turn reports to the President of the university.

1.3.3 Academic Program

For purposes of guidance and concentration, the departments of instruction are grouped into four fields of knowledge:

Fine Arts: Art, Drama and Speech, Music.

Humanities: Classical Languages, English, History, Modern Foreign Languages, Philosophy, Religion.

Mathematics and Natural Sciences: Biology, Chemistry, Computer Science-Mathematics, Geology, Physics.

Social Sciences: Economics and Business Administration, Education, Geography, Health and Physical Education, Political Science, Psychology, Sociology, Urban Studies (Interdisciplinary).

Two areas of study which cut across these four divisions are Military Science and Asian and African Studies. Majors are not offered in these areas.

1.3.4 Student Population

The 1974-75 student enrollment was 2301. Of that total, approximately 98% were white; 55%, male; with 53.1% having legal residence within the home state.

The university does have on-campus housing facilities, but we were unable to obtain the number of students who live on campus. It is safe to say that this university is not a commuter school.

The senior class of 1975 numbered 415. The majority of the seniors majored in Economics and Business Administration (11.6%); Political Science (11.3%); Music (8.0%); History (7.7%); both Biology and Education (7.5%); Psychology (7.0%); and English (6.5%).

2.0 THE PLACEMENT PROCESS

2.1 PRIMARY COMPONENTS

The university operates a placement office whose official title is Career planning and Placement Office. The placement office, through counseling and advising, helps students make career decisions and plan college courses appropriate to these careers. It also provides information about professional and graduate schools, teaching opportunities at the elementary and secondary school level, employment within government, business and industry, and active duty assignments with the military services. Information and bulletins are available at the placement office regarding the Graduate Record Examination, Law School Admission Test, and the Admission Test for Graduate Study in Business.

The placement office schedules on-campus interviews between students and employer representatives from public schools, government, business, industry, and the military services. Students desiring part-time jobs on or off campus during the school year, summer employment, or employment after graduation, consult with this office. Services of the placement office are available without cost to students and alumni.

2.2 SECONDARY OR SUPPORTING COMPONENTS

The university has a counseling office which, in the area of placement services, provides Freshman and Sophomore students with vocational testing and career counseling. Junior, senior. and graduate students go to the placement office for service in this area.

Also, within the university's various academic departments, we uncovered the usual informal job placement and counseling assistance offered students by members of the faculty. One department--Economics and Business Administration--appeared to be more organized in this area. The department is involved in an internship program which places Economics and Business Administration majors on jobs in the local area. Many times these jobs lead to permanent employment.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The university placement office staff consists of the placement director and one secretary. The director is also advisor to foreign students, veterans affairs, and selective service registrar. Approximately 75% of his time is devoted to placement office duties. His secretary spends approximately 90% of her time performing placement office work.

3.2 FACILITIES

The university placement office is located in a classroom building which is adjacent to the university's administration building. Four rooms are allocated for placement office use. One large room serves as the reception area and secretary desk space. (Half of this room serves the same purpose for the Financial Aid Office but the two offices are separate administrative and staff-wise.) A second room serves as the placement director's office, with the remaining two rooms utilized for recruiter/student interviews. Job and career information publications occupy space on a counter and tables in the reception area and on bookshelves in one of the interview rooms.

3.3 SCOPE OF SERVICES

3.3.1 Student Counseling

The placement office provides counseling in job-related areas such as career planning, job hunting and interview tips, resume preparation, etc.

3.3.2 Job Placement

The placement office offers part-time, summer, and full-time job placement service. Job development or job solicitation for specific students is not provided.

3.3.3 Special Programs and Services

The placement office sponsors mini-career days within various academic departments. Also, the placement director and student body president recently developed a Career Council made up of students from the various academic areas. The purpose of the Council is to establish and maintain communications between the academic departments and the placement office; promote greater interest in job placement activities; facilitate the availability of information and assistance for continuing education at graduate and professional schools; and to develop programs to increase the awareness of opportunities within particular academic majors.

3.4 PROGRAM MANAGEMENT

3.4.1 Marketing and Public Relations

"On-campus" methods to inform and involve students and faculty in placement activities is accomplished through the following means:

1) The University Bulletin explains the services offered by the placement office.

2) Sponsorship of a student Career Council whose purpose it is to assist the placement office with providing services to students.

3) Direct mailing of recruiter schedule to seniors two or three times a year and student questionnaire once a year.

4) The various buildings on campus display placement office bulletin boards.

5) Sending of the recruiter schedule to department chairmen. Also, notifying department chairmen of job openings for students majoring in a particular department chairman's discipline.

6) Submittal of an annual report to the faculty which contains the result of the placement office survey of graduating seniors. (The last report was submitted for the 1972-73 school year. The report for the year 1973-74 was not submitted because the placement director hasn't had the time to tally the survey results.)

The placement office's "off-campus" marketing and public relations are conducted in the following ways:

1) The placement director visits prospective employers.

2) The placement director telephones prospective employers.

3) Approximately 100 letters a year are sent to prospective employers.

4) A mailed follow-up questionnaire is sent to all graduates.

5) The placement director participates in the annual Alumni Weekend events.

3.4.2 Monitoring and Reporting System

The university placement office maintains annual statistics on the number of seniors registered with the office; number of students receiving counseling services; and number of on-campus recruiters by type. The placement office also conducts a pre-graduation and post-graduation survey of the entire senior class. The first survey asks seniors their future plans in terms of graduate school, employment, etc. The survey also asks the seniors to list their place of residence and their major.

The follow-up survey asks the graduates to list their address, undergraduate major, graduate school (name, location, major area of study), or place of employment (job title, salary, organization, location).

The results of the two surveys are incorporated into an annual report which is submitted to the Vice President for Student Affairs and the faculty. As we previously mentioned, the report was not completed for the year 1973-74 because the placement director did not have the time.

Finally, in the area of reporting, the placement office sets yearly objectives and goals and reports to the Vice President for Student Affairs three times a year on progress.

3.4.3 Budget

The budget for the placement office is $845.00. The placement director said that he was experiencing budget problems that affected his ability to contact employers in person and by mail. The placement director also mentioned that if he had more money he would hire a staff counselor, travel more to recruit recruiters, perform more alumni research and purchase video equipment for the office.

3.5 INTERNAL AND EXTERNAL INTERACTION

3.5.1 Administration-Management-Staff

As far as we could ascertain, the only formal interaction between the placement office and administration results when the placement director submits to the Vice President of Student Affairs the placement office's yearly objectives, goals, progress toward these goals, and the annual placement office report.

3.5.2 Staff-Faculty

The placement director informed us that he does not have a formal program for coordinating his efforts with faculty members who perform career counseling or assist students in obtaining employment.

However, the faculty does interact with the placement office in the following ways:

1) The placement office sends faculty a copy of its annual report (when an annual report is done).

2) The placement office sends the department chairmen copies of the recruiter schedule and job openings which request applicants majoring in a field of study within a particular chairman's department.

3) Several academic departments, with the assistance of the placement office, conduct mini-career conferences.

4) The placement director attends faculty meetings.

5) Faculty cooperates with the placement office when they ask for a recommendation for a particular student's file.

6) Several department chairmen and the chaplain's office send copies of job opportunities they receive to the placement office.

3.5.3 Staff-Students-Alumni

The placement office/student interaction, for the most part, takes on three forms: first, when the placement office informs students of its services; second, if and when a student chooses to avail himself of placement services. If he does choose to do so, he must make a trip to the placement office where he most likely will:

1) Inquire about general information.

2) Use the career and job information library services.

3) Make an appointment for counseling.

4) Inquire about full-time, part-time and/or summer job opportunities which are posted on the bulletin board just outside the placement office and on other bulletin boards around the campus.

5) Establish a placement file.

6) Sign up for an employer recruitment interview.

If a student avails himself of services 5 and 6, he must fill out forms, at which time a placement office file is started and maintained on him.

Placement office-alumni interaction was uncovered in the following areas:

1) The placement office mails a follow-up questionnaire to all graduates.

2) From time to time graduates contact the placement office by letter, telephone, or in person, concerning placement assistance.

3) The placement director participates in the annual Alumni Weekend.

4) The placement director receives job orders from alumni who are in positions of hiring.

5) The placement director contacts local alumni who are in positions of hiring.

3.5.4 Staff-Industry

Along with numbers 4 and 5 under placement office/alumni interaction, we uncovered the following areas of placement office staff/industry interaction:

1) The placement office director visits prospective employers.

2) Director telephones prospective employers.

3) Approximately 100 letters a year are sent to prospective employers.

4.0 OTHER CAMPUS PLACEMENT SERVICES

4.1 FORMAL

As stated in section 2.2, one of the functions of the Counseling Center is to provide students with vocational and career testing and counseling.

We questioned the placement director about this apparent duplication with his office of career counseling services. He informed us that the Counseling Center concentrates on students during their freshman and sophomore years. Upper classmen rely on the placement office for such services. The two offices do not formally coordinate their services but there is excellent informal communication.

4.2 INFORMAL

As previously mentioned, the various academic departments provide an assortment of placement services to students. This service, for the most part, is unstructured and informal. One department--Economics and Business Administration--appeared to be more organized in this area. The department is involved in an internship program which places Economics and Business majors on jobs in the local area. The Department Chairman informed us that many times permanent employment is gained as a result of a student interning. No records of internship and placement were provided us.

5.0 ULTRASYSTEMS' EVALUATION

5.1 THE COLLEGE PLACEMENT OFFICE

5.1.1 Facilities and Office Atmosphere

The placement director feels the facilities are not ideal and we must concur. He would like to have three interview rooms instead of the present two. Also, he said that a separate room for the library is needed.

Locationwise, the placement director feels the placement office is not ideally situated. Even though it is located in a classroom building which receives heavy use, it is some distance from the Student Center which, on this campus at least, is the hub of student activity.

5.1.2 Management and Staff Attitudes

We found the placement director and his secretary friendly and most cooperative. They set up all of our interview appointments and assisted our team in every way possible.

We would also like to comment that, based on our observation, we feel the placement director was extremely concerned about the state of the economy and the fact that many of the seniors were having a difficult time finding employment. He really cared.

5.1.3 Industry Rapport

Unlike our visit to many of the black colleges where the heavy recruiter schedule afforded us ample opportunity to observe placement staff/recruiter relations, the extremely light recruiter schedule the week we visited the university didn't provide the same opportunity. We really don't have a feel for this area as it relates to this university.

However, we do know that the university does not receive any contributions from companies in the form of paid travel expenses, equipment, etc., but this does not necessarily mean a lack of industry rapport.

5.1.4 Administration and Faculty Interaction

As previously stated, the placement director reports to the Vice President for Student Affairs. We interviewed the Vice President and found him most informed on placement office activities. This would seem to indicate a high level of interaction with the placement office. As mentioned in section 3.5.2, the director submits yearly objectives and goals for the placement office to the Vice President for Student Affairs, with progress reports three times a year.

Based on our observations, it appears that the placement office has a high level of interaction with administration.

As previously mentioned, the placement director has no formal program for coordinating his office's career counseling and job placement activity with members of the faculty who provide students with the same services. However, the placement office is making an effort to involve faculty in placement activities. The placement office sponsors mini-career conferences within some of the academic departments who participate on a volunteer basis.

The placement director also sends department chairmen the recruiter schedule, notices of job opportunities, and attends faculty meetings. Finally, the placement director assisted in the development of the Student Career Council which, in part, was organized to facilitate communication between the placement office and the academic departments.

We might add that in response to the question, "How familiar are you with the operation of the placement office and its activities," five of the nine faculty members responded "high familiarity," with three saying, "medium familiarity," and one responding "low." The same faculty members responded identically when asked the question, "How frequent is your contact with the placement office?" Based on these responses, we would have to conclude that the placement office is having some degree of success in developing strong placement office/faculty interaction.

5.1.5 Effectiveness

a. Qualitative: Based on our visit to this university and other colleges and universities, we feel that this placement office provides a moderate level of service to the school's student body.

At this time we would like to comment on what we feel are weak and strong areas of the placement service at this university. First, the weak:

1) Insufficient staff. (Director spends 75% of his time on placement activities, his secretary, 90%.)

2) Inadequate budget.

3) Lack of professional counselor on staff.

4) Lack of separate room or proper space for library use.

5) Lack of number and variety of organizations recruiting on campus. (College's small enrollment and strictly liberal arts program makes it difficult for the placement director to attract large national companies on campus for recruitment purposes.)

Second, the strong:

1) The placement director's apparent concern, over and above what normally would be expected, that 1975 graduates might not find employment. This, plus his general attitude of wanting to provide good service.

2) The placement director's desire to try new and innovative ideas such as the Student Career Council and mini-career conferences.

3) Placement office/Student Affairs office interaction.

b. Quantitative: The absence of accurate data precludes us from making any positive statements concerning the effectiveness of the placement program in terms of interview/placement ratio. But we do know how the placement office's customers feel about the effectiveness of the placement office's service. Please refer to section 5.3, Student Attitudes and Response, for tallied data on how the seniors perceive the placement office.

5.1.6 Unique Aspects of the Program

We feel the following placement office programs are unique because no other placement office we visited provided them.

1) The placement office sponsors a Career Council which is made up of students from the various academic areas. The purpose of the council is to establish and maintain communications between the academic departments and the placement office; promote greater interest in job placement activities; facilitate the availability of information and assistance for continuing education at graduate and professional schools; and to develop programs to increase the awareness of opportunities within particular academic majors.

2) It conducts mini-career conferences within the various academic departments in place of a general career day. (The last career day was held in 1973. The turnout and participation on behalf of the students was so poor the placement office discontinued it for this past year and replaced it with the mini-conferences.)

The above two programs appear, in the opinion of this interviewer, to be great ideas and are recommended for use by other placement offices.

5.2 ADMINISTRATION AND FACULTY SUPPORT

As previously mentioned, the placement office reports to the Vice President for Student Affairs. We interviewed the Vice President and found him extremely informed on placement office activities and needs. His knowledge in this area would seem to indicate a form of support for the placement office. When we asked the Vice President how he would rate the overall effectiveness of the placement office, he responded "outstanding."

We also interviewed two additional administrators, one gave the placement office an "outstanding" effectiveness rating, with the other saying, "very good."

We would like to add here that when we asked the nine faculty members we interviewed how important is the placement function as viewed by the college's administrative personnel, six responded "high importance," with two saying that it was "moderate" and one responding that it was "low."

In conclusion, even with the apparent administration support--based on the above interviews--because of the small placement office budget and staff, we would have to say that administrative support is moderate.

In the area of faculty support, based on our interviews with nine members of the faculty and in terms of response to specific questions and our own feeling, we would have to conclude that it is moderate. Five of the faculty said they were highly familiar with the placement office operation; three said they were moderately familiar; with one saying their familiarity was low. The nine faculty members' frequency of contact with the placement office was the same as their familiarity.

In rating the overall effectiveness of the placement office, one member said "outstanding," six said "very good," with one giving the placement office a mediocre rating and one having no comment.

5.3 STUDENT ATTITUDES AND RESPONSE

We interviewed 101 (approximately 24%) of the 1975 senior class. Of the 101, 55.4% had availed themselves of the services offered by the placement office. The services they received, with the number of students who received each service, are listed below:

Registration/information/library services....	13	(23.2%)
Career planning counseling..................	11	(19.6%)
Interview counseling........................	11	(19.6%)
Job placement counseling....................	13	(23.2%)
Resume preparation assistance...............	18	(32.1%)
Employer interview appointments.............	36	(64.3%)

(The percentages add up to more than 100 because many students indicated they received service in several areas.)

When we asked the 101 students how they would rate the overall effectiveness of the placement office, 1.0% responded, outstanding; 26.7% said, very good; 40.6% said, mediocre/only fair; 7.9% said, poor; with 23.8% having no comment.

With a 27.7% outstanding/very good effectiveness rating by the students interviewed, the placement office at this university was far below the 53.5% rating given the other school visited in the same state.

The students seemed to have two areas of complaint concerning placement service. First, 41.6% of the seniors interviewed felt that the placement office wasn't doing a good job of reaching out and informing students of their services.

The students' second area of dissatisfaction was that the placement office was not doing a good job of attracting recruiters in their area of specialization. 26.8% of the students gave the placement office a fair rating in this area while 22.8% said, poor. (3.0% responded, outstanding; 16.8%, good; with 30.7% having no comment.)

In concluding the "Student Attitudes and Response" section, we wish to comment on the seniors' response to our question: "Through what mechanism do you think you will most likely obtain your first job after graduation?". First, the tabulated results:

My own efforts	82.2%
Placement office	5.9%
Instructor's assistance	13.9%
Relative's assistance	10.9%
Friend's assistance	5.0%
Other or no comment	7.0%

(The percentages add up to more than 100 because many students indicated more than one mechanism.)

The above data would seem to indicate that the majority of the university seniors interviewed do not have confidence that their placement office will bring job-seeking results for them. Maybe they have a great deal of confidence in themselves and feel they don't need "outside" help.

A small college located
in a southeastern state.

CASE STUDY: A COLLEGE WITH PREDOMINANTLY BLACK STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

The Director of Career Counseling and Placement reports to the Dean of Student Affairs.

1.3.3 Academic Program

The college offers only undergraduate degrees. The academic structure consists of five divisions under which are various programs. They are the following:

Division of Information and Culture Services

Art Program
English Program
Journalism Program
Music Program
Language Component (Supportive)
French (Supportive)
Library Services (Supportive)
Trio (Supportive)

Division of Business and Administrative Services

Accounting Program
Banking & Finance Program
Business Education & Office Administration Program
Economics Program
Management Program
Marketing Program

Division of Education and Recreation Services

Public Instructions Program
  Elementary Education
  Early Childhood
  Secondary Education
Physical Education & Recreation Administration
Special Education Program
Therapeutic Recreation Program

Division of Health & Science Services

Biology Program
Chemistry Program
Mathematics Program
Physics Program

Division of Social Services

Criminal Justice Administration Program
History & Political Science Program
Religion & Philosophy Program
Sociology Program
Social Work Program

1.3.4 Student Population

The 1974-75 student enrollment was approximately 1,400. Of that total, approximately 99% were black, with women outnumbering the men.

They have on-campus housing facilities but we were unable to obtain the number of students who live on campus. But it is safe to say that this is not a commuter school.

Hard data on the students, in terms of their majors and enrollment per class, was unavailable to us. But we were given enrollment by academic divisions (excluding freshmen). They were the following:

Division of Information and Cultures	8%
Division of Education and Recreation	23%
Division of Business and Administration	29%
Division of Health & Science	13%
Division of Social Sciences	24%

(Percentages are approximate)

As can be seen, the majority of the students were majoring in the Business, Social Science, and Education fields.

As mentioned earlier, we do not have the enrollment by class figures, but we estimate the 1975 graduating class to be in the neighborhood of 300.

2.0 THE PLACEMENT PROCESS

2.1 PRIMARY COMPONENTS

This college operates a placement office whose official title is Office of Career Counseling and Placement. The placement office at the college is a centralized service responsible for placement activity for seniors and alumni seeking full-time employment. The placement office is responsible for developing and maintaining communications among students, faculty, educational administrators, educational institutions, industry and government, so that their various needs and interests can be properly interpreted and implemented.

There is no charge to the student, alumnus or employer for the services of the placement office.

2.2 SECONDARY OR SUPPORTING COMPONENTS

The college has a Counseling Center which, in the area of placement services, provides vocational testing and some career counseling. But for the most part, the Center concerns itself with personal counseling.

Within the college's various academic departments, we uncovered the usual informal job placement and counseling assistance offered students by members of the faculty. However, most of the faculty members we interviewed stressed that this type of service, for the most part, was the responsibility of the placement office.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The placement office staff consists of a placement director who spends all of his time on placement activities and one secretary who spends approximately 80% of her time performing placement office work.

3.2 FACILITIES

The placement office is located in the basement of the women's dormitory. Five rooms are allocated for placement office use. One large room serves as the reception area and secretary desk space. (Half of this room serves the same purpose for the Dean of Student Affairs Office, hence the reason the placement office secretary spends only 80% of her time on placement office work. The other 20% is spent assisting the Dean's secretary.)

A second room serves as the placement director's office with the remaining three rooms being utilized for the career information library and for recruiter-student interviews.

3.3 SCOPE OF SERVICES

3.3.1 Student Counseling

The placement office offers professional employment counseling in the areas of career planning, job hunting and interview tips, resume preparation, etc.

3.3.2 Job Placement

The placement office offers part-time, summer, and full-time job placement service. This is accomplished through on-campus employer-student interviews and student referrals made to organizations who have listed employment opportunities with the placement office.

3.3.3 Special Programs and Services

The placement office sponsors college-wide career conferences and conducts career and job seminars within various classes.

3.4 PROGRAM MANAGEMENT

3.4.1 Marketing and Public Relations

"On-campus" methods to inform and involve students and faculty in placement office activities take the following form:

1) A printed placement office brochure is distributed around campus.

2) The placement director explains the placement office services during freshman orientation.

3) The placement office direct-mails recruiter schedules and job opening notices to students registered with the placement office.

4) Recruiter schedules are sent to all members of the faculty.

5) The placement office advertises its various activities in the college newspaper.

6) The placement director speaks on various placement office activities at faculty meetings.

7) The placement director visits student resident halls.

8) The placement director submits an annual placement office report to the college's staff.

"Off-campus" marketing and public relations are conducted in the following ways:

1) The placement office mails 700 to 1000 letters per year inviting organizations to recruit on the campus.

2) The placement director telephones local organizations inviting them to recruit on the campus.

3) The placement director visits potential employers.

4) The placement office recruits representatives from graduate and professional schools to participate in the placement office's annual Graduate/Professional School Conference. Participants are asked to evaluate the activity.

5) A follow-up questionnaire is sent to all graduates.

3.4.2 Monitoring and Reporting System

The placement office maintains annual statistics on the following activities:

1.	Number of seniors interviewed by placement director	(1652)*
2.	Number of underclassmen interviewed by placement director	(857)
3.	Number of man-hours devoted to Career Counseling	(1065)
4.	Number of referrals to other departments or agencies	(1055)
5.	Number of students referred to placement office by faculty and staff	(73)
6.	Senior mock-interview sessions	(376)
7.	Class visitation group counseling sessions with proactive teachers	(406)
8.	Freshman orientation	(30)
9.	Residence Hall visitations	(75)
10.	Number of counseling interviews with alumni	(37)
11.	Number of man-hours devoted to counseling alumni	(19-1/2)
12.	Visits to business and industry	(12)
13.	Visits to government	(20)
14.	Visits to educational institutions	(11)
15.	Number of faculty-recruiter engagements	(20)
16.	Hours spent visiting business and industry, government and education in the State	(69)
17.	Number of pieces of correspondence mailed from the placement office	(2876)
18.	Number of recruiter-student interviews by major	(483 total)
19.	Number of students by sex and major registering with the placement office	(134 total)
20.	Number of organizations by type recruiting on campus	(110 total)

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*1973-74 figures in parentheses

The placement office also conducts a post-graduation survey of the entire senior class. A mailed questionnaire asked each graduate what they were doing, where they are doing it, how much they are getting paid to do it, and whether or not they obtained whatever they are doing through the assistance of the placement office. The questionnaire also asks each recipient to indicate what placement office services they utilized.

The placement director also mails questionnaires to employers and graduate schools who recruited on the campus, asking them if they employed or accepted any students.

We asked the placement director for a copy of the results of the 1974 survey. He told us the tabulated results were incorporated into his 1973-74 Annual Report. We were provided a copy of the report, but after reading it upon our return to Los Angeles, we discovered the report did not have any follow-up data or even make mention of the senior survey. The only data maintained in the annual report were the annual statistics on placement office activities that we reported at the beginning of this section.

Along with the above-mentioned statistical data, the placement office's Annual Report briefly describes placement office activities and goals.

3.4.3 Budget

We asked the placement director what his budget was and he responded that he didn't know. So we asked his boss, the Dean of Student Affairs, what the annual placement office budget was and he said he didn't know. It seems that the placement office budget is incorporated into the total student affairs budget. We find it hard to believe that there is no further breakdown, but all we can report is what was told us.

The placement director did say that if he had more money he would buy evaluation tests that show students' vocational interest, engage in more PR activities, and conduct research on why black students major in what they do.

3.5 INTERNAL AND EXTERNAL INTERACTION

3.5.1 Administration-Management-Staff

As far as we could ascertain, the only formal interaction between the placement office and Administration results when the placement director submits the annual report on placement activities to the Dean of Student Affairs.

3.5.2 Staff-Faculty

The placement director informed us that he does not have a formal program for coordinating his efforts with faculty members who perform career counseling or assist students in obtaining employment.

But faculty does interact with the placement office in the following ways:

1) The placement office sends the recruiter schedule to all members of the faculty.

2) The placement office involves various members of the faculty in career conferences.

3) The placement director takes part in various faculty meetings.

4) The placement director conducts seminars in various classes.

5) The placement office has a two-way referral service with members of the faculty. (According to the 1974 placement office Annual Report, 73 students were referred to the placement office by members of the staff and faculty.)

3.5.3 Staff-Students-Alumni

The placement office interaction for the most part takes on three forms: first, when the placement office informs students of its services (section 3.4.1); second, if and when a student chooses to avail himself of placement services. If he does choose to do so, he must make a trip to the placement office where he most likely will: (1) inquire about general information; (2) use the career and job information library services; (3) make an appointment for counseling; (4) inquire about full-time, part-time and/or summer job opportunities which are posted on a bulletin board just outside the placement office; (5) establish a placement file; (6) sign up for an employer-recruitment interview.

If a student avails himself of services as listed in (5) and (6) above, he must fill out forms, at which time a placement office file is started and maintained on him. He also receives written information on how to write a resume, how to interview, etc.

The third area of placement office/student interaction results when students take part in the placement-sponsored Career Conference and other placement-related special events.

The only placement/alumni interaction we uncovered results from graduating seniors receiving the placement office follow-up questionnaire and when alumni come into the placement office for the various services offered.

3.5.4 Staff-Industry

We uncovered the following placement staff-industry interaction:

1) The placement office mails 700 to 1000 letters per year inviting organizations to recruit on the campus.

2) The placement director telephones local organizations inviting them to recruit on the campus.

3) The placement director visits potential employers.

4) The placement office recruits representatives from graduate and professional schools to participate in the placement office's annual Graduate/Professional School Conference. Participants are requested to evaluate the activity.

5) Business/industry school district and government agencies' participation in the recruitment program.

3.5.5 Staff-Student and Professional Groups

None.

4.0 OTHER CAMPUS PLACEMENT SERVICES

4.1 FORMAL

As stated in section 2.2, one of the functions of the Counseling Office is to provide students with vocational and career testing and counseling. But this service appeared to be minimal and was not coordinated with the placement office.

4.2 INFORMAL

As previously mentioned, we uncovered the usual informal job placement and counseling assistance offered students by members of the faculty. But most of the faculty members interviewed felt service of this type was the responsibility of the placement office.

5.0 ULTRASYSTEMS' EVALUATION

5.1 THE COLLEGE PLACEMENT SERVICE

5.1.1 Facilities and Office Atmosphere

The placement director feels his facilities are fine with the exception of the location. As he put it, "the visibility is poor." We must agree that being located in the basement of a women's dorm is not ideal.

Spacewise, the reception area, director's office, library room and two interview rooms appeared to be of proper size to accommodate the current placement office activities.

As far as atmosphere, we found the placement office rather depressing. The basement location offers no windows and we experienced a tomblike, closed-in feeling.

5.1.2 Management and Staff Attitudes

We found the placement director and his secretary friendly and most cooperative. They set up all of our interview appointments and assisted our team in every way possible.

5.1.3 Industry Rapport

The extremely light recruiter schedule the week we visited didn't provide us the opportunity to observe placement office staff-recruiter relations. Consequently, we do not have a "feel" for this area.

5.1.4 Administration and Faculty Interaction

As previously mentioned, the placement director reports to the Dean of Student Affairs. Apparently, the only involvement by the Vice President in placement activities results from his receipt of the annual placement office activities, so reading it should inform him what is going on in the placement office.

As previously stated, the placement director has no formal program for coordinating his office's career counseling and job placement activity with members of the faculty who provide students with the same services. The placement office is making an effort to involve faculty in placement office activities. The placement office sponsors career conferences which involve members of the faculty in the role of consultants. The placement director also sends all faculty members the recruiter schedule, notices of job opportunities, and attends faculty meetings.

We might add that in response to our question, "How familiar are you with the operation of the placement office service and its activities?", six of the nine faculty members responded, high familiarity, with three saying "medium familiarity." The same faculty members responded almost identically when asked the question, "How frequent is your contact with the placement office?". (Seven said, high; two, medium.) Based on these responses, we would have to conclude that they are doing a good job of informing and involving members of the faculty in placement activities.

One last comment in this area: the placement director said that each division chairperson should appoint a faculty member to be a liaison between the individual academic departments and the placement office. We also feel that would be an excellent idea.

5.1.5 Effectiveness

a. Qualitative: Based on our visit to this college and other colleges and universities, we feel the placement office provides a moderate level of service to the school's student body.

At this time we would like to comment on what we feel are the weak and strong areas of the placement office program. First, the weak:

1) Poor location of the placement office.

2) Lack of number and variety of companies recruiting on campus. (The college's small enrollment and strictly liberal arts program possibly make it difficult for the placement office director to attract large national companies on campus for recruitment purposes.)

Second, the strong:

1) The placement director's program to inform and involve students and faculty in the placement office activities.

2) Career information library in terms of both space and substance.

b. Quantitative: The absence of accurate data precludes us from making any positive statements concerning the effectiveness of the placement office program in terms of interview/placement ratio. But we do know how the placement office customers feel about the effectiveness of the placement service. Please refer to section 5.3 "Student Attitudes and Response" for tallied data on how the seniors perceive the placement office.

5.1.6 Unique Aspects of the Program

None.

5.2 ADMINISTRATION AND FACULTY SUPPORT

As previously mentioned, the placement office reports to the Dean of Student Affairs. We interviewed the Dean and found him informed on placement office activities and needs. His knowledge in this area would seem to indicate a form of support for the placement office. When we asked the Dean how he would rate the overall effectiveness of the placement office, he responded: "Very good."

We also interviewed two additional administrators, one who gave the placement office an effectiveness rating of very good, with the other saying, mediocre.

We would like to add here that when we asked the nine faculty members we interviewed how important is the placement function as viewed by the college's administrative personnel, six responded "high importance," with two saying, "low," and one having no comment.

In the area of faculty support, based on our interviews with nine members of the faculty in terms of response to specific questions and our own "gut" feeling, we would have to conclude that it is high. Six of the faculty said they were highly familiar with the placement office operation; three said they were moderately familiar. The nine faculty members' frequency of contact with the placement office was the same with the exception that one faculty member moved from the moderate category into the high category.

In rating the overall effectiveness of the placement office, three faculty members responded outstanding, with six saying very good.

5.3 STUDENT ATTITUDES AND RESPONSE

We interviewed 101 (approximately 35%) of the 1975 senior class. Of the 101, 78.2% had availed themselves of the services offered by the placement office. The services they received, with the number of students who received each service, are listed below:

Registration/information/library services	16	(20.3%)
Career planning counseling	24	(30.4%)
Interview counseling	33	(41.8%)
Job placement counseling	25	(31.7%)
Resume preparation assistance	33	(41.8%)
Employer interview appointments	40	(50.6%)

(The percentages add up to more than 100 because many students indicated they received service in several areas.)

When we asked the 101 students how they would rate the overall effectiveness of the placement office, 5.0% responded, outstanding; 48.5% said, very good; 42.6% said, mediocre/only fair; 1.0% said, poor; with 3.0% having no comment.

With a 53.5% outstanding/very good effectiveness rating by students interviewed, the placement office was far above the 27.7% rating given the other college visited in the same state.

The students seemed to have one major area of dissatisfaction concerning the placement service. 31.7% said they felt the placement office was doing a fair job in attracting recruiters in their area of specialization, with 9.9% giving the placement office a poor rating in this area. (14.9% responded outstanding; 33.7%, good; with 10.9% having no comment.)

We also spoke with several seniors who felt many recruiters were not serious about hiring graduates but were possibly only going through the motions to meet Equal Opportunity Employer standards.

In concluding the "Student Attitudes and Response" section, we wish to comment on the seniors' response to our question: "Through what mechanism do you think you will most likely obtain your first job after graduation?". But first, the tabulated results:

My own efforts	77.2%
Placement office	12.9%
Instructor's assistance	7.9%
Relative's assistance	15.8%
Friend's assistance	16.8%
Other or no comment	7.0%

The percentages add up to more than 100 because many students indicated more than one mechanism.

The above data would seem to indicate that the majority of the seniors interviewed do not have confidence that their placement office will bring job-seeking results for them. However, twice as many students at this college named the placement office as a likely job-finding mechanism as did at the other college visited in the same state.

A small college located
in a southeastern state.

CASE STUDY: A COLLEGE WITH PREDOMINANTLY WHITE STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

The college is governed by a Board of Trustees. The Director of Placement reports to the Dean of Students.

Early in its history, the college hit upon an education objective which, though apparently obvious, is unique among the eight schools this team has so far visited.

The objective is not only to train teachers at all levels and specialties, but to also train the support and structural staff--the administrators, supervisors, librarians and school psychologists. This does not sound, on the surface, to be an especially significant variation in purpose, but it does provide a broader view of the educational process than mere teacher training. It is unclear from the record whether this objective was chosen because of the college's success in placing administrative and support staff, or whether because of this objective the college has been able to be so successful in seeing its graduates placed in such positions. Similarly, it is not clear how much effect these aspirations have had with respect to the quality of education. Nevertheless, the college is known nationally and internationally for the quality of its training and graduates. The college, alone of all eight of the schools this team has visited, can brag of recruiters arriving regularly from the Western States, notably California, and from the Northeasters states of New York (New York City) and Pennsylvania (Philadelphia), U.S. military schools, overseas schools, and foreign governments.

1.3.3 Academic Program

The college provides basic programs which "constitute the thrust of the college in the area of preservice education for prospective teachers, other instructional and service personnel and those pursuing noncertification courses of study." These program areas include:

Programs of General Education
Programs for Educators of Children
Programs for Educators of Youth
Programs for Educational Support Personnel

Advanced programs...lead to the Master of Science, Specialist in Education, Doctor of Education, and Doctor of Philosophy degrees. These program areas include:

Programs for Administrators of Educational Programs
Programs for Curriculum Leadership Personnel
Programs for Educational Policy Specialists
Programs for Human Development Specialists

In addition to programs that lead to teacher certification, a number of program components provide degree opportunities that, while carrying a professional orientation, are not aimed at teacher certification.[1]

In cooperation with four other colleges, this college has formed a council which has worked out a cooperative program in which they share certain services. For example, the five colleges operate on a common calendar. Most importantly, arrangements have been worked out in which students of each of the member schools may register in any course offered by any of the schools (subject to course-related prerequisite entry requirements) and obtain full credit for the course from the student's parent school. Credit is applied to degree requirements (subject to departmental rules) and the student can still receive a degree from his or her parent college. The student is not required to pay extra fees, and, as we understand the system, cross-payments by the school are not made (that is, a student pays fees to his parent college as if he were taking all courses there).

The college placement offices of each school are similarly enjoined. Students at any school may, theoretically, register with the placement office at any other school. Such cross-registration was said to be very low (no actual numbers available) and when the placement office of the subject college initially started in the program, all students were provided equal service. However, due to the tight job market, it became necessary to give preference to their own students and students from other schools were placed at the bottom of the list.

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[1] 1975 College Bulletin

2.0 THE PLACEMENT PROCESS

2.1 PRIMARY COMPONENT

The primary placement component is the placement office.

2.2 SECONDARY COMPONENTS

The only secondary components we could locate were the placement offices of the other cooperative colleges, instructors and student teaching assignments at area schools where students might obtain job offers.

3.0 THE COLLEGE PLACEMENT STAFF

3.1 ADMINISTRATION AND STAFF

Only two staff members are in the placement office: the Director of Placement who has been in the position for 14 years and the Director's secretary. Two student aides provide clerical support.

3.2 FACILITIES

Facilities consist of two small adjoining offices and two tiny closet-like room which were originally designated as interviewing cubicles. The Director's office is, with the door open, large enough for one file cabinet, desk and chair, plant, and seated visitor. The secretary's office is larger but includes numerous file cabinets and shelves One set of shelves consists of the entire placement office library. By necessity, the library must be compact, thus the office summarizes placement information and organizes this material on the shelves rather than the usual pile of miscellaneous placement publications.

The interviewing cubicles are also interesting. They are no longer used for interviewing, rather they are filled with file cabinets. Standard four-drawer cabinets line the walls of each cubicle, leaving about three feet of space to the opposite wall. Then more four-drawer file cabinets are stacked on top of the cabinets on the floor. There is a librarian's wheeled ladder for access to the top cabinets. These consist of student files.

New office space is being constructed down the hall from the placement office and these offices may become available for interviewers. At the present, interviewers must use whatever office space the placement office can find.

3.3 SCOPE OF SERVICES

Part-time, full-time and summer employment services are provided to all students, but emphasis is placed on seniors and graduates. The placement office provided a form listing services offered.

Another form of interest, "Positions Available" is mailed to all alumni, who have not requested their name be removed from the mailing list, every two weeks. It lists positions which alumni might be interested in. In addition, a file of summary cards is kept on the director's desk. The summary cards contain data on alumni and students currently seeking employment. With respect to alumni, the placement office's philosophy is that their placement work does not stop on graduation but continues up the alumni's career ladder. This attitude has its reward for undergraduates and other alumni in that many alumni call the school specifically to hire through the placement office or to give the placement office leads to other jobs.

This sort of service apparently does have some rewards. In addition to the 1,784 students who passed through the office the first three months of the year (1975), 417 students actually were interviewed and service was provided to 75 faculty members and 77 alumni.

A full calendar of employer interviews was scheduled for the recruiting season butjobs are expected to be scarce. Some school systems have stopped interviewing and others have delayed sending offers to prospective employers until their budgets for the following terms are approved by their local legislatures. For those graduated students who were unable to find a job on graduation, the placement director performs telephone and mail solicitations. In other words, the placement office is very active and very industrious.

3.4 PROGRAM MANAGEMENT

3.4.1 Budget

The budget for the placement office is somewhere in the neighborhood of $18,079 out of a total school budget of approximately $10,300,000. Approximately $15,000 of the figure is for salaries.

3.4.2 Monitoring and Reporting System

The Director of Placement reports to the Dean of Students. The Dean of Students, when asked if he had a formal monitoring system using such devices as reports, said words to the effect: "No, the director of placement sends me so many reports on her own that I can't think of any reports to ask for."

3.5 INTERNAL AND EXTERNAL INTERACTION

3.5.1 Administration-Management-Staff

We were told that under an earlier administration the President of the College was careful to insure that the Director of Placement was visibly near his side at most public functions of the college. At faculty teas she was on the receiving lines, she was always provided a seat on the stage at public functions if the President was speaking. This gave the Director a lot of influence with the faculty despite the fact that she was not on the faculty and she could be counted on to be invited to academic committee meetings. The placement office thus had a lot of influence and cooperation on the campus at that time.

This period of time was followed by an administration less sensitive to the importance of the placement office and various restrictions placed on the office's budget and activities made the placement office less viable.

With the present administration, the pendulum appears to be swinging back to a median position. The office is being given some support, in apparently increasing budget, perhaps some expanded space (if the rooms being rebuilt are actually allocated to placement when they are completed) and in increasing inclusion in the college's activities, such as the President's Table.[1]

3.5.2 Staff - Faculty

"On the whole, we get good, passive cooperation (from the faculty)... but none are actively involved," reports the Director of Placement. The Director sees a need to get the faculty more labor market information but with her limited staff and resources finds it difficult. Faculty members do accept responsibility for assisting students get jobs but this is limited. Faculty members do refer students to the Placement Office for assistance, but the process is still basically a one-way street.

For example, the Director has tried holding orientations for faculty by departments. The meetings were not well attended and in many instances the department chairman did not even attend. Generally, the office tries to keep the faculty informed by sending them notices and lists of openings.

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[1] One example: The President maintains a President's Table in the student cafeteria at breakfast. Like a Captain's Table, it can be used for a lot of things but two recent uses are to enhance communication with the student body and to serve internal political needs. Thus, in the former purpose, students are encouraged to simply "join the President for breakfast" and present their gripes, discuss issues of student concern and so forth. With respect to the latter purpose, the President will invite faculty or staff members to "sit with him," basically to show publicly support for these individuals' pursuits and to conduct some school business.

The week we were there, the Director of Placement was invited to "sit at the table." Although the President was not present, it is still significant in that it indicates that the placement office is recognized as an important college function.

4.0 PLACEMENT SERVICES

The placement office provides the following services for students, faculty, and alumni of the college:

1. A repository for credentials (personal and professional data and letters of recommendation). At present it houses approximately 15,000 credential files. This is a fairly constant figure as there is a fair balance between the graduating students and the attrition of alumni files.
2. A mailing service of credentials to prospective employers. Since September 1, 1973 to September, 1974, 3,855 sets of credentials were mailed to employers to support applications made by students and alumni for fall 1974 employment.
3. On-campus interviews. Representatives from 37 schools and businesses have scheduled interviews on campus.
4. A listing of vacancies by the discipline with original requests filed by the state for student use.
5. A mailing twice a month to all students of the vacancies in their discipline.
6. A service to college faculty in eliminating duplicate recommendations for students; statistical information useful in counseling.
7. The intangibles - a tie with alumni and contact with the schools across the country.
8. An orientation session is held in the fall of each year, at which time materials for registration are available. There are no fees for the service, and registration is voluntrary. Only those persons who are registered are eligible to use the service.
9. Resume, counseling and referral service.
10. Maintenance of an open file of part-time and summer employment for student use.
11. Publication of newsletter once a month and the annual statistical report.
12. Employment information and applications on file for student use.

A small university located
in a southeastern state.

CASE STUDY: A UNIVERSITY WITH PREDOMINANTLY BLACK STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

An organization chart for the university was not available at the time of our visit. In general, the placement office is under the Office of Student Life, which reports to the Dean of the University who in turn reports to the President of the University. The placement office operates under the title of Career Planning and Placement.

1.3.3 ACADEMIC PROGRAM

The university provides both an undergraduate and graduate program. The graduate program is limited, leading only to master's degrees in fields such as Urban and Regional Planning, Chemistry, Education, Music, Physics, and Religion. The graduate program is small, with less than 150 students enrolled.

The undergraduate program is organized into two divisions: Basic College and the College of Higher Studies. Basic College provides a freshman and sophomore program and provides the means for insuring that students have basic college skills in composition, speaking, language, and the sciences. Advanced placement is available to entering freshmen who pass the placement exam in English, math, and language. Upon completion of basic studies, the student enters the College of Higher Studies. The College of Higher Studies is divided into four divisions:

Social Sciences: Economics, Management, Education, History, Physical Education, Political Science, Psychology, Sociology, Anthropology, and Urban Affairs

Natural Sciences: Biology, Chemistry, Mathematics, and Physics

Humanities: English, Modern Foreign Languages, Religion, and Philosophy

Fine Arts: Art, Dramatics and Speech, and Music

B.A. and B.S. degrees are offered in each of these areas as appropriate. Graduate studies are included under the College of Higher Studies.

In addition, a dual-degree program in science and engineering exists between this university and another university. An exchange student program has existed since 1951 which allows twelve qualified students each year to attend other liberal arts colleges.

The university is experiencing financial problems and there is talk of cutting back faculty, staff, some graduate programs, some undergraduate programs and summer sessions.

1.3.4 STUDENT POPULATION

There are about 1,500 undergraduates. Geographical distribution of the student population is very broad. There are about 56 to 65 foreign students. The large groups of foreign students are from the Bahamas (30), Nigeria (10), Guyana (3), Virgin Islands (4). Also, foreign students are from South Africa (1), India (2), South America (2), and Switzerland (1).

Foreign students receive little help from the placement office due to legal restrictions on employment of foreign nationals. The foreign student is further handicapped by the recent decision of the university administration not to have summer school. This decision will increase the cost for foreign students to complete their education, while at the same time they will be restricted in employment opportunities.

2.0 THE PLACEMENT PROCESS

2.1 PRIMARY COMPONENTS

Placement services are provided by the placement office and through the Cooperative Education Program.

2.2 SECONDARY OR SUPPORTING COMPONENTS

From all appearances, there is very little emphasis on job placement outside of that mentioned above. Until this year, there had been little support for Co-op among the faculty. As on most campuses, there undoubtedly is some career counseling and placement assistance on behalf of individual students being conducted by some faculty members, college administrators, and other counselors.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The placement office staff consists of one professional, the placement director, one secretary, and four to eight student assistants.

The director of the Cooperative Education Program does not report to the placement director but they work closely and they are housed in the same building. The thirty students on the average that are in this program benefit by the combined efforts of these two individuals. Thus, in thinking of job placement, the Co-op program and the placement programs are considered together.

3.2 FACILITIES

The placement office occupies a small white house adjacent to the original campus boundaries. It is within a block of the university chapel.

The space is arranged into four sections: the placement office; a career library; general receptionist area; and a clerk-secretary office. The current economic crunch has curtailed the services of the clerk-secretary and the room is now available for priority activities. Employer interviewing normally exercises this option whenever recruiters are on campus. But, one room is not enough for interviews conducted by 300 organizations annually (1973-74 figure).

3.3 SCOPE OF SERVICES

3.3.1 Student Counseling

Only a limited amount of counseling is provided students by the placement office. Substantial counseling, however, is provided through the office of the Dean of Student Affairs. This counseling is supportive of the placement office role and responsibility.

3.3.2 Job Placement

The placement office creates an opportunity for students to choose career alternatives through an interactive dialogue with over 300 organizations interviewing on campus. The types of interviewers are:

Business and Technology	172
Graduate Schools	54
Government Agencies	26
Social Sciences	33
Other	15

Due to the reasons previously mentioned, foreign students are not registering with the placement office. Out of 279 graduating seniors, 193 were registered with the placement office.

The placement office provides help with summer and part-time employment. Most Co-op students are offered permanent employment upon graduation. Several (2-3) turn down these opportunities each year, usually for personal reasons.

Co-op issued a newsletter which was effective in highlighting student achievement (career placement) and improving communications. The newsletter was discontinued due to lack of funds.

The placement office maintains that they cannot find jobs for students but they can serve as the catalyst to bring the student and potential employers together in dialogue. From here, employment will materialize or not--it is largely based on the student's ability to sell capabilities.

3.4 PROGRAM MANAGEMENT

3.4.1 Budget

The university is undergoing a financial crisis. At the time of our visit, all departments, including placement, had been instructed to keep costs down. None of the departments had as yet received approval of their budgets.

3.4.2 Monitoring and Reporting System

A process exists for the placement office program to operate along definite objectives through the management by objective approach. These objectives are presented formally in the annual report. Many of these objectives are on the drawing board only because resources have not been made available for program action. The activities planned for 1974-75 are given below:

FUTURE PROJECTS

1. An in-depth analysis of the on-campus recruiting program for a three-year period.
2. Develop ways and means of encouraging greater involvement of all academic departments in the career planning aspects of the services. The ultimate goal in this endeavor is to establish mini-career information centers in each department and have one faculty member designated as the career planner in that area.

It is only fair to state that the placement office does have good ideas for program improvement, however, it is severely handicapped by budget constraints.

3.5 INTERNAL AND EXTERNAL INTERACTION

3.5.1 Staff--Faculty--Administration

Faculty members and administrators seem to have a high regard for the placement director. However, lack of faculty interest in job placement does appear to be a major problem. The placement office has program ideas for correcting this problem.

3.5.2 Staff--Students--Alumni

The placement office does not have adequate time to perform all the usual placement activity that is necessary and desirable. Available time for the placement director to counsel students is extremely limited. Student and alumni rapport with the placement office is very good.

3.5.3 Staff--Industry

Through the Cooperative Education Program, there appears to be a strong dialogue between local industry and the university.

4.0 OTHER CAMPUS PLACEMENT SERVICES

None uncovered.

5.0 ULTRASYSTEMS' EVALUATION

The placement director is well known by the students on campus. Students appear at ease and comfortable in approaching the placement director and discussing their problems. But the university has other problems which seriously affect the placement operation. Perhaps they are all caused by the university's current financial situation; we do not know and are unable to provide an assessment of the placement office at the university.

The following objectives appear in the annual report and are included here to indicate that the placement office does have goals set for itself, even if they may be permanently consigned to the drawing board. Hopefully, a change in the budget situation will alter the picture.

Measurable Objectives for 1973-1974

1. To develop and implement a Freshman Career Development Program.
2. To obtain twenty (20) summer internship positions for juniors. At least one-third of these positions will be earmarked for SSSP Project students. Hopefully, we will have one internship for each academic department. 1975 - double the figure. 1976 - triple the figure.
3. To establish a Test Readiness Program for Juniors and Seniors in conjunction with the Student Government Association, cooperating SSSP areas, and other academic departments.
4. To increase and strengthen communications with the total campus population, the local community, and recruiting organizations.
5. To increase by 10% the on-campus recruiting organizations.
6. To increase by 20% the number of part-time and summer job placements.
7. To reduce the number of student "no-shows" by 60%.

8. To provide at least four (4) quality Career Outreach Programs for all students in new and emerging career fields--marketing, health professions, etc.

9. To attempt 100% placement of SSSP Project students and 60% placement of all seniors.

10. To make personal contact with 40 (forty) employing organizations on the local level for part-time, summer, and permanent job opportunities.

A medium-sized university located
in a south central state.

CASE STUDY: A UNIVERSITY WITH PREDOMINANTLY BLACK STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 CITY AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

There are three official bodies of the university through which the faculty exercises its prerogative of formulating policies and regulating procedures affecting the general welfare of the academic program. These include (1) the Faculty Assembly; (2) the Faculty Council; and (3) the University Council.

In addition to the above-mentioned assembly and councils, there are two vice presidents: (1) Vice President for Urban Planning; and (2) Vice President for Administrative Services and Director of Personnel. These vice presidents have jurisdiction over seven major divisions, as follows:

Vice President - Urban Affairs

- Academic Affairs
- Student Personnel Services
- Intercollegiate Athletics
- University Support Services

Vice President - Support Services and Director of Personnel

- Fiscal Affairs
- Publication/Information
- Facilities Planning and Management

The Career Counseling and Placement Office is under the division of university support services.

1.3.3 Academic Program

The university is organized for instruction in seven major areas: (1) the College of Arts and Sciences; (2) the School of Business; (3) the School of Law; (4) the School of Pharmacy; (5) the School of Technology; (6) the Graduate School; and (7) the Summer School.

In June 1973, the State Legislature designated the university as a "special purpose institution of higher education for urban programming." Four major characteristics distinguish the urban university:

1) It is in or near a major urban center.

2) It is already philosophically keyed to urbanization processes, in general, and, specifically, to those in the community.

3) Its academic programs are historically designed to help solve urban problems of its community.

4) The administrative structure of the urban-thrust school is designed to sustain maximum interaction among the many university departments concerned with urban issues, and between the university and the community.

The urban university produces graduates trained to analyze and solve urban problems.

1.3.4 Student Population

The most recent report compiled by the university on the characteristics of the student body was published in January 1974. The report showed the 1973 enrollment at 6,902 students. Of this total, approximately 88% were from the home state, with the majority of nonresidents coming from the southern states, primarily Louisiana and Florida. Other large contributees of non-resident students were Illinois and the Mid-Atlantic States of New York, New Jersey, and Pennsylvania. The male/female ratio of the student body was about 1:1.06.

In the fall of 1973, the undergraduate enrollment represented 83% of the student body and the graduate program represented 16%. The remaining one percent of the student body was categorized as "Other" in the report.

2.0 THE PLACEMENT PROCESS

The primary components of the placement process at the university include:

- The Career Planning and Placement Service
- University Counseling Services
- School of Education Placement Services, including the Cooperative Urban Teacher Education Program
- School of Pharmacy Placement
- Cooperative Education Program

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

As of September 1974, the administrative organization chart showed the Career Planning and Placement Service (CPPS) being administered through the Division of University Support Services (USS). According to the chart, the Director of CPPS would report to the Coordinator of USS, who in turn would report to the president of the university. However, at the time of the study, the university was undergoing an administrative reorganization, and CPPS was actually operating semi-autonomously, with no identifiable working relationship between the Director of CPPS and the Coordinator of USS.

The placement office currently operates with a staff of two full-time and two part-time workers. These include one director, one secretary/receptionist/counselor, and two part-time student assistants.

3.2 FACILITIES

The placement office is centrally located on campus on the first floor of a building which houses other administrative offices, as well as being near classrooms. It is easily accessible to students having classes in the building, however, it is generally away from the hub of student social activities which occur near the men's and women's dormitories and cafeteria.

The placement facilities include the following:

- Reception/clerical area
- Director's office
- Library
- Interview rooms
- Storage area

3.3 SCOPE OF SERVICES

For purposes of this discussion, the scope of services of the placement office has been grouped into two basic categories:

- Career and job placement counseling
- Job placement assistance

The services are primarily designed to provide assistance to graduating seniors in career employment, part-time employment, and counseling relative to career planning. At the beginning of each school year, graduating seniors are requested to register with the placement office during the normal registration period. Once a file has been established, students may utilize the counseling and placement services which are described in more detail in the following paragraphs.

3.3.1 Career and Job Placement Counseling

The limited staff of the CPPS does not allow for extensive counseling services on an individual basis, however, some attempt at career planning is made through group guidance techniques. Seminars have been held with education majors, technology and business students. Some individual counseling interviews have been scheduled on a voluntary basis and seniors are requested to have at least one entry interview at the beginning of the school year.

In addition, the director has established the "Career Planning and Placement Liaison Council" to encourage faculty involvement in career counseling activities. The major objective of the Liaison Council is to serve as a connecting link between all academic areas in the university and the placement office.

The council is composed of representatives from departments, schools, and the office of the Dean of Students. The Director of CPPS serves as chairman and the council elects its vice chairman and other officers.

The duties of the council are to:

- Assist the office in the dissemination of career information.
- Assist the office in the registration of seniors and their establishment of confidential files.

- Serve as the agent in the area to encourage students to take full advantage of the recruiting season and placement office services.
- Serve as contact individuals for employment referrals.
- Serve as the committee to sponsor Career Days, Youth Motivation Activities, and special, career-oriented programs.

If a student requests general guidance in career planning from CPPS, he is introduced to the resources of the office, but if the student requests specific counseling in a technical or academic area, he is referred to an appropriate department head for more detailed information.

In addition to establishing the Liaison Council and providing counseling on a personal basis, the director recently presented a paper on "Career Counseling" to the faculty and staff attending the Mid-Winter Planning Conference. In this presentation, the director advocated that a career planning class be made mandatory for freshman students and that the faculty become more involved in the activities of career counseling for students. These recommendations were reiterated in a summer conference for the same individuals.

3.3.2 Job Placement Assistance

Job placement activities by the CPPS are conducted on two levels:

- Coordinating activities for students and employers during the recruiting seasons.
- Setting up individual appointments and making referrals to students and employers for positions which become available throughout the year.

a) Recruiting Program

The two recruiting seasons occur between October and December in the fall, and between February and May in the spring.

Every year the placement office corresponds with the personnel offices of the agencies and corporations who have recruited or wish to recruit at the university. Information sent to the organizations by the placement office includes:

- Introductory brochure.
- A calendar of available interviewing dates and a listing of conflicting university activities or recesses.
- A listing of available parking and housing facilities near the campus.
- Request forms for faculty/recruiter luncheon appointments.
- Interview data sheet requesting information on desired length of interviews, majors desired, etc.

When a recruiter arrives on campus for his interviews, he is presented with a "Recruitment Pack" which includes the following materials:

1) Interview schedule
2) College interview forms*
3) Reference forms*
4) Copy of grades*
5) Transcript release form
6) Equal Employment Opportunity declaration
7) General information

Students are notified of the recruiting schedule through announcements in the daily university bulletin and through interview schedules posted in the placement office and other bulletin boards around campus. Professors and department heads are notified about the recruiting schedule and are expected to post the information or pass it along to students in their classes.

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* These materials are provided for each student being interviewed.

b) Job Referrals

In addition to the interviews scheduled during the recruiting season, the placement director also takes an active part in referring qualified students to other full-time and part-time positions which become available throughout the year.

If an employer calls about a job opening, CPPS fills out an "Employment Request" form indicating the details of the available position. Qualified job-seeking students whose names appear in the active file maintained by the placement office are notified about the vacancy by telephone or mail. The director or the student may then set up an appointment for an interview with the prospective employer.

Many of the part-time job vacancies received in the placement office are the result of the placement director's personal contact with employers. Prior to having a student report for an interview and/or work, the employer is notified by phone by an official with the primary responsibility for handling part-time student employment.

3.4 PROGRAM MANAGEMENT

3.4.1 Marketing and Public Relations

The travel budget for the placement office limits the director to two out-of-town professional meetings per year. During the course of these trips, the director makes a point of stopping to visit prospective employers and recruiters.

Most of the contacts with employers in the local area are made by telephone. Any automobile travel expenses to visit employers in town are absorbed personally by the director. Other methods used to meet new recruiters include attending professional meetings, writing letters to prospective employers, and coordinating plant visitations for seniors who have received invitations from various companies.

3.4.2 Records, Follow-up Reports and Controls

a) Student Placement Records

Placement records maintained for graduating seniors and alumni include the following documents:

- Personal data
- Student teaching assignments (Education majors only)
- Extra class activities
- Scholastic honors
- References
- Student-compiled record of grades

Credentials and records of student teaching assignments are maintained for Education majors only. Each student must have these forms completed and on file with the placement office before any interviews can be conducted and the placement office must have a signed authorization from each student before placement files can be made available to prospective employers or other individuals.

b) Internal Working Records

In addition to the files established for each student who registers with the placement office, the director personally maintains the following working records:

- Job vacancy folder
- Job office folder
- Plant visitation folder
- Part-time and summer job folder

These records are kept on an informal basis and no printed forms were available for inclusion in this report.

c) Follow-up Reports

In 1972 and 1973, a survey questionnaire was distributed to all graduating seniors one day prior to graduation to determine their employment status. In December 1973, a follow-up survey was conducted with a ten percent sampling of 1973 graduates from each school. Of 178 graduates sampled, there was a return of 82 usable responses, or a 46 percent return. This survey had been completed for the 1974 graduates at the time of the interview.

d) Contracts and Annual Reports

As mentioned earlier in section 3.1, there is no functional reporting relationship between the Director of CPPS and the Coordinator of University Support Services, although this is the administrative relationship of the two offices on the organization chart. Thus there are no formal administrative controls established for the placement office. However, the Director of CPPS does prepare an "Annual Report" which summarizes activities of the placement office throughout the year and compares the student and employer responses to previous years. The content of this document covers the following areas:

- Registration response
- Employer visits
- Personal interviews
- Plant visits - job offers
- Demand in the job market
- Salaries offered
- Part-time employment
- Career counseling
- Follow-up studies
- Consortium activity
- Projections

3.4.3 Budget

The annual budget for both salary and operating expenses is $32,865 but this also includes funds for a part-time counselor which the office does not now have. The total university budget is approximately $22 million, however, a request has been made for $36 million for the next fiscal year.

4.0 OTHER PLACEMENT AND COUNSELING SERVICES

4.1 UNIVERSITY COUNSELING CENTER

The University Counseling Center has the primary responsibility for providing testing and counseling services for all undergraduate students at the university.

The Center is staffed with five full-time professionals, two part-time secretaries, and one part-time student worker. The professionals include: (1) one director; and (2) four counselors.

Although they become involved in other areas as well, each of the four counselors has primary responsibility in the following areas:

- Recruiter/pre-college counselor
- Peer counselor
- Tutoring counselor
- Faculty liaison counselor

The Center has very little involvement with job placement counseling, but it does become involved in career counseling in which all of the professionals participate. The scope of these activities include:

- Working with the university placement office to make career resources available.
- Bringing employers on campus to conduct seminars and workshops where students can get industry input and obtain information on demand.
- Conducting five seminars per year in conjunction with the placement office.
- Bringing students in through "Peer Counseling"* to discuss their career goals.

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* "Peer Counseling" is a term used to define the activity where students are recruited randomly on campus to come in and talk about their career goals or when they are referred to the Counseling Center by fellow students.

Methods used to assist students in defining their career goals include:

- Analyzing the student's ACT profile
- Providing student with reference material such as:
  1) Black Enterprise Magazine
  2) Occupational Outlook Magazine
  3) Cassettes on various career areas
- Referring students to a counselor best qualified to discuss his/her interests in a particular career area.

Only about two-thirds of the students who receive career counseling from the office return after the first visit.

The Director of the Counseling Center participates on various committees and interfaces often with students. Other members of the staff will go to classes and talk to students about the importance of career counseling and motivation.

Once a year the Counseling Center sponsors a three-day program during University Week. This year the program is called "Outlook on Job Opportunities" and will feature the following:

- A film on career decision-making
- Presentation on the job market - Outlook for the 80's
- Question and answer panel featuring personnel managers from government and industry

Students are often referred to the Financial Aid office or the placement service if they are interested in obtaining part-time or full-time employment.

4.2 COOPERATIVE EDUCATION PROGRAM

The Co-op Program is not a responsibility of the university placement office. It operates as an independent entity which services students enrolled in:

- School of Technology
- School of Business
- School of Pharmacy
- School of Education
- College of Arts and Sciences
- School of Law
- Graduate School

The Co-op plan is a five-year program which consists of nine study periods or semesters, four work periods, and one vacation period. The student, after completing his first two semesters of study, alternates a semester of paid employment in his major field of study, until he has completed four training semesters.

When a Co-op student graduates, in addition to his degree, he has from nine to twelve months of experience in his area of professional interest.

Each student entering the program has several interviews with a member of the Cooperative Education staff who serves as his coordinator. The coordinator helps the student to plan a projected schedule of training assignments and study in order that the student will know his approximate graduation date.

During the training period, the campus coordinator makes visitations to the placement of employment to talk with both the student and the employer concerning job assignment. The employer likewise submits an evaluation of the student's performance. The coordinator in turn correlates his own observations with the employer, and the student report, to determine the value of the assignment.

The program is administered by the Director of Cooperative Education. The Director estimated that about 200 seniors are provided assistance in obtaining jobs through the Co-op Program in a year. Eighty-five percent of these are full-time positions, fifteen percent are part-time, and two percent are summer jobs.

Although the Co-op Program is not administered through the placement office, the Director of Co-op does maintain frequent contact with the Director of Placement.

4.3 COOPERATIVE URBAN TEACHER EDUCATION PROGRAM

The Cooperative Urban Teacher Education (CUTE) Program is administered through the Division of Field Services in the School of Education.

The objectives of the program are to provide an opportunity for prospective teachers to:

- Receive training and participate in experiences related to the educational, psychological, and sociological needs of inner-city children.
- Bridge the gulf of values, esteem, and problems that often exist between the socioeconomic culture of the teacher and the economically disadvantaged and different environment of the child.
- Become actively involved in a one-semester student teaching field experience that is really a comprehensive effort to improve the educational process of minorities.

The program is open to student teachers at the elementary and secondary levels, and is intended to provide a selected number of student teachers an opportunity to deal understandably with problems associated with the education of inner-city children. It combines student teaching with interdisciplinary seminars and workshops that enable the prospective teacher to more fully comprehend his own and his pupil's culture, environment, attitudes, insecurities, anxieties, and prejudices.

Between 20-25 students are assisted in finding jobs through the CUTE Program in a year.

5.0 ULTRASYSTEMS' EVALUATION

5.1 BACKGROUND

The placement director has been involved in placement for about fifteen years.

5.2 REPORTING STRUCTURE

The reporting structure is functionally nonexistent. Theoretically, the Career Counseling and Placement Office reports to the Coordinator for University Support Services, however, this relationship has not been formally established between either of the individuals holding these positions. The university was undergoing a reorganization at the time of the study, but it was uncertain how this action would effect the placement office.

5.3 PROGRAMS

a. Career and Job Placement Counseling - The Director of CPPS provides general counseling services to students who request it, but any specific counseling required by students is referred to the appropriate heads of academic departments.

b. Job Placement and Recruitment Program - The job placement program is limited to accommodating both students and employers in terms of scheduling appointments for interviews for both full and part-time jobs and to each year routinely contacting the personnel offices of companies and agencies who have recruited at the university in the past. Personal visits to companies are occasionally made enroute to a national conference. No other travel funds are available. Intercity contacts are made primarily by telephone.

5.4 ADMINISTRATION AND FACULTY SUPPORT

The placement office is clearly lacking in administrative support. The placement director has no direct line of communication with the administration and seems to operate as an autonomous unit. The coordinator for university support services, to whom the placement office reports, is clearly not involved or informed in the activities of that office.

This lack of support by the administration is evidenced by the lack of priority attributed to this function by various academic departments.

In an attempt to offset this feeling of apathy and uninvolvement on the part of the faculty, the placement director has established a "Liaison Council" whereby faculty members would be able to interface with placement and identify their role in the career planning and placement process.

The lack of administrative support or demonstrated interest by the Academic Dean has caused faculty members to place this activity rather low on their priority list and, unfortunately, the placement director does not have enough power to personally muster the support of the faculty.

The "Liaison Council" is still very new and possibly the placement director will have more success when the organizational structure of the university is more clearly defined. (The university was undergoing a reorganization at the time of the study.)

A large university located
in a south central state.

CASE STUDY: A UNIVERSITY WITH PREDOMINANTLY WHITE STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

When the institution received its university designation in 1963, the Legislature authorized the creation of district schools and colleges. In the two years following, four divisions were organized: the Graduate School, the College of Arts and Sciences, the School of Business and the School of Teacher Education. In 1968, several departments of the College of Arts and Sciences were reorganized to form the School of Fine Arts and, in 1970, the Department of Agriculture separated from the College of Arts and Sciences to become the School of Agriculture. Thus, there are currently six distinct schools and colleges, each with its own Dean.

In 1969, the university, which had shared a Board of Regents with several other state schools, was accorded its own Board of Regents. This governing body appoints the president of the university who administers the policies set forth by the Board. Responsibility for the general operation of the university is divided among the following:

- Office of the Vice President for Academic Affairs
- Vice President for Financial Affairs
- Vice President for Planning and Development
- Vice President for Student Affairs

The Director of Placement reports to the Vice President for Planning and Development.

1.3.3 Academic Program

As mentioned above, the academic program at the university is organized into six colleges and schools whose deans administer the various degree programs. These include:

- School of Agriculture
- College of Arts and Sciences
- School of Business
- College of Education
- School of Fine Arts
- Graduate School

Academic developments during the last ten years at the university include many new, professionally oriented programs. The university has implemented programs such as Nursing, Music Therapy, Industrial Distribution, Social Work, Criminal Justice Administration, Agricultural Business and Economics, and Student Therapy--all areas in which there has been an expressed student interest and where graduates are much in demand.

2.0 PLACEMENT PROCESS

The placement process at the university is centered around a formal placement office which operates out of the Office of Public Service. This function is supported by a formal placement program in the School of Business and the Departments of Agriculture, Industrial Education, and Physical Education. Informal programs also occur in other academic departments, such as Mathematics, Political Science, and Sociology.

In addition, the university operates a formal Counseling and Testing Center, but it has only a peripheral involvement in career counseling.

Each of these programs are discussed in more detail in the following sections.

3.0 THE COLLEGE PLACEMENT SERVICES

3.1 ADMINISTRATION

As of the 1973-74 school year, the placement functions at the university were performed by the Office of Public Services (OPS) which was largely responsible for university correspondence, mailings, and other public relations activities. OPS reported to the Vice President for Planning and Development, who in turn reported to the President.

The recent change in the university administration, in the fall of 1974, has brought about a change in emphasis for OPS, although correspondence and public relations functions are still performed by the office. The new administrator of OPS has been designated "Director of Placement." He reports to the Director of Development who in turn reports to the university president.

At the time of the study, the Director of Placement had held the position for only five months. He currently operates with a full-time staff of three and a part-time staff of two to perform the multifaceted responsibilities of the Office of Public Services. The positions of the staff include:

- Director (1)
- Co-Director (1)
- Secretaries (2)
- Student Workers (2) (Part-time)

The Co-Director of Placement plays a dual role as Director of Correspondence, and one of the part-time student workers spends 90% of her time on the mail.

3.2 FACILITIES

The placement office is centrally located on the campus, in the northeast suite of offices in the Administration Building. Although it is not necessarily in the mainstream of student activity, it is easily accessible to students and recruiters. The Administration Building is modern and spacious. The area occupied by the placement office is a little less than 2,000 square feet and includes the following facilities:

- Shared Entrance/Display and Sign-up Area
- Reception and Secretarial Area
- Director's Office
- Co-Director's Office
- File Room and Secretarial Space
- Machine Room
- Mail Room
- Five Interview Rooms

3.3 SCOPE OF SERVICES

The placement office is primarily concerned with:

1) career counseling;

2) job placement counseling; and

3) job placement

for graduating seniors, graduate students, alumni, and faculty members. Freshman students are made aware of the placement office during orientation and junior students are reminded of its services when companies recruit for summer work. For the most part, however, the activities of the placement office are oriented towards assisting graduated students desiring a permanent entry into the labor force.

The scope of activities in the areas listed above are described in more detail in the following paragraphs.

3.3.1 Career Counseling

The Student Counseling Center has the primary responsibility for counseling all undergraduates in their academic and career objectives. In addition, each undergraduate is assigned to a faculty advisor whom he or she may approach for career or academic counseling.

Although the placement office does not have a formal mandate to provide career counseling per se, the director personally plays an active role as the designated faculty advisor for all undergraduates with an undeclared major. In addition, he provides career counseling to day students who request it from him personally.

3.3.2 Job Placement Counseling

Job placement counseling is approached on both a general and individual basis. The placement director will often speak with classes on campus and show slide presentations about interviewing techniques, resume preparation, and career planning. In addition, members of the placement staff will discuss with students such items as "who the recruiters are," "why they are coming," "what they are looking for in student qualifications," and "how the student should prepare to meet them." Another program is being planned to bring industry representatives to campus to speak at "Employment Seminars" for senior students once a semester. All of these approaches are aimed at developing a general curiosity on the part of the student, so that he will have a basis on which to make more in-depth personal inquiries. In each case, the director or co-director of placement will provide the necessary job placement counseling, on a personal basis, for each student who requests it.

3.3.3 Job Placement

Activities undertaken in an effort to provide job placement assistance to students include:

(a) Developing and maintaining interviewing and recruiting programs for students and for the employers who visit the campus; and

- Working with local firms and employment agencies to match students with job vacancies as they become available.

The details of these services are discussed in the following paragraphs.

(a) Interview and Recruiting Program

Although the university has significantly expanded the scope of its education programs in recent years, it still carries the image of a "Teachers School" to some segments of the local population. Consequently, the majority of recruiters visiting over the past several years have been representatives of elementary and secondary educational institutions.

In an effort to attract a more representative cross-section of recruiters in other fields, some significant changes related to placement have occurred at both the administrative and academic department levels of the university. These include: (1) development of a placement office in the School of Business; (2) more personal involvement on the part of some faculty members to identify and assist students in finding jobs and career opportunities in nonteaching areas; and (3) a change by the new administration in the orientation and background of key personnel charged with responsibilities in the area of job placement.

The scope of activities in the School of Business and by individual faculty members is discussed in section 4.0; however, the changes made by the administration in key personnel relates directly to the placement office and is a critical factor in understanding the recruiting program.

Both the Director of Development and the Director of Placement have extensive personal contacts in the field of industry and education. In addition, either and/or both of these individuals will visit new areas and new corporations in order to develop new employer contacts for students. Approximately three days per week are spent in the field recruiting industries and making contacts.

Luncheons are often set up between employer representatives, department heads, faculty members, and placement personnel to familiarize recruiters with the various educational programs.

Once the recruiters have made appointments to visit campus and conduct student interviews, there are bulletins and interview schedules sent to department heads and faculty members, to be posted on the department bulletin boards and communicated to the students.

If the students wishing to be interviewed have signed a "waiver" giving permission to the placement office to make their placement file available to prospective employers, the interviewer will have an opportunity to review the personal data in advance; if not, he must wait until the student appears for the interview. (The information included in the student's file is discussed in section 3.4.)

If the student obtains a job through the recruiter, or by other means, he or she is requested to fill out a post card notifying the placement office to remove his or her file from active status.

Prospective recruiters each receive a placement office brochure which includes "Information and Procedures for Recruiters."

(b) Filling Job Vacancies

During the course of the school year, the director of placement will become aware of job vacancies that may be filled by qualified students. These notices may come to the placement office by way of:

- Calls from employers
- Calls from local employment agencies
- Personal contacts
- Newspaper ads
- Professional association contacts

As these vacancies are identified, they are added to the weekly "vacancy list" printed by the placement office and distributed to all department heads, faculty members, and students who request it.

If a student desires to meet with representatives of a certain company, or is interested in a position available, the Director of Placement will call the company to set up an interview on the student's behalf.

3.3.4 Cooperative Education

At the time of the study, the Co-op Education Program was in the developmental stages. A questionnaire was sent to employers soliciting their input for the prospective Cooperative Education Program.

3.4 PROGRAM MANAGEMENT

3.4.1 Marketing and Public Relations

The Director of Placement works hand-in-hand with the Director of Development to carry out the role of public relations with the community. He is a member of an area personnel association which consists of personnel offices from most major organizations in the area. Personal contacts with recruiters from business and industry are maintained through regular plant visitations and follow-up correspondence. The director also promotes the activities of the placement office in the community through regular articles in the local paper, and appearances on television.

Prospective recruiters each receive a placement office brochure which includes information and procedures for recruiters.

3.4.2 Records, Follow-up Reports and Controls

a) Student Records. The placement office maintains active and inactive credential files and records for education and noneducation majors. The active file consists of 3x5 cards which specify the information on the student. This card file is cross-correlated with the student's permanent placement file which includes the following:

- Status of Student Application Form
- Student Class Schedule
- Personal Data Sheet
- Education Record
- Experience Record
- Reference Sheet
- Character Recommendations
- Instruction Recommendations

b) Follow-up Reports. All graduates are sent a follow-up post card after graduation which requests specific information on their post-graduate employment. In the most recent follow-up, 100 percent of the graduates were contacted and 15 percent responded.

c) Controls. No formal controls for summarizing and reporting information on the progress of placement activities had been established at the time of the study.

3.4.3 Budget

The placement budget is intermingled with the budget for the Office of Public Service (OPS). The overall budget for both functions is $9,400; $900 is specifically allocated for placement. Travel funds account for $2,000 in the OPS budget and other nonstate monies available to the office through "Development Funds" includes $1200 designated for "interviews," meals, and other food expenses.

3.5 FACULTY AND STAFF INTERACTION

3.5.1 Administration

The Director of Development works closely with the Director of Placement in areas of public relations and marketing and stays informed on an informal day-to-day basis on the activities of that office.

3.5.2 Faculty Interaction

The placement office maintains regular contact with faculty through bulletins, newspaper articles, and other items of interest sent to various academic departments. In addition, the director takes the responsibility of scheduling luncheon meetings between faculty and recruiters and keeps individual faculty members aware of student job openings in their area of interest.

4.0 OTHER PLACEMENT AND COUNSELING ACTIVITIES

4.1 BUSINESS PLACEMENT

In response to the imbalance in university placement activities of previous years, the School of Business established a placement office for the purpose of assisting its BS, BBA, AND MBA candidates to find suitable employment upon graduation. A career and job information library was established specifically for business students. Business students are provided both career counseling and job placement counseling if they request it.

Bulletin boards were set up and devoted exclusively to displaying employment information such as campus interviewing and recruiting information and data on employment opportunities in the area.

The program is conducted with the support and cooperation of both the placement and the business faculty. There is a strong emphasis in the department towards obtaining feedback from industry on the progress of the graduates and on the adequacy of their preparation. This information is channeled into the curriculum development program.

Both the Director of Business Placement and the department head are members of an area personnel association and other professional organizations where they make a point of developing personal contacts.

Marketing activities are focussed primarily on developing and maintaining personal contacts between the faculty and the business community.

All students in the School of Business are required to fill out a form which states their preference in terms of receiving assistance from the placement office. Files are maintained in "active" status in the university placement office for those students requesting assistance.

Follow-up studies are conducted annually through a post-card questionnaire which requests specific job information.

4.2 SCHOOL OF AGRICULTURE

Faculty members in the Department of Animal Science in the School of Agriculture are particularly active in career counseling and job placement for their students. About 85 percent of the majors are placed without going through the university placement office. The thrust of the program is a conscious effort on the part of the faculty members to make direct personal contacts with industry.

4.3 MATHEMATICS DEPARTMENT

The faculty in the Mathematics Department also has a strong informal program of career counseling and job placement for math majors. Although there are relatively few students in the program, the chairman of the department maintains a career library specifically oriented towards the types of areas open to math majors. Faculty members are encouraged to develop and maintain personal contacts in the interest of assisting the student to find good positions.

4.4 SOCIOLOGY DEPARTMENT

The Sociology Department has an informal program of assisting students to formulate their career goal in the field of sociology. The faculty partakes in the activities of the "Social Work Advisory Board" (SWAB) which represents about fifteen different agencies in the area. The students benefit through this association by learning of openings that become available with the various member agencies.

Job openings are displayed on department bulletin boards and advice is provided by the faculty on the preparation and dissemination of resumes.

Field work programs are also an integral part of the Criminology and Social Work curriculum within the department.

4.5 COMPUTER SCIENCES DEPARTMENT

Faculty in the Computer Science Department are informally but actively involved in meeting recruiters and making personal contacts with industry professionals. Recruiters are invited to speak in classes and employers are asked to input their suggestions in terms of curriculum development. Alumni working in computer sciences are invited back to talk with students about jobs.

Career counseling is provided on a personal basis, if requested, and one class in the introductory course is devoted to career opportunities and decision making. Students are encouraged to work with the placement office to establish their placement file.

4.6 OTHER DEPARTMENTS

Other departments, including Education and Political Science, are very supportive of the activities of the placement office and encourage their students to take advantage of the resources available.

5.0 ULTRASYSTEMS' EVALUATION

5.1 BACKGROUND

The placement director had held his position for less than six months at the time of the study. The office was formerly run by an individual who concentrated heavily in the area of education while neglecting the areas of business and industry. The current placement director was formerly a superintendent of schools in the local area.

5.2 REPORTING STRUCTURE

The Director of Placement, also designated Director of the Office of Public Services, reports to the Director of Development who in turn reports to the university president. This organization is relatively new because of a recent change in university administration in 1974. At the present time this appears to be a desirable reporting structure, primarily because of the backgrounds of the individual personalities involved.

The Director of Development, before taking his current post, worked in industry for almost fifteen years. His personal involvement and understanding of industry enhances the working relationship with the placement director.

5.3 PROGRAMS

a. Career and Job Placement Counseling - The placement office does not have a formal mandate to provide career counseling to students, however, the university does have a system where each faculty member is assigned a certain number of student advisees in their academic area. Within this structure, the Director of Placement has personally assumed responsibility as advisor to all the students with undeclared majors. In addition, he will personally provide career counseling to any other student who requests it.

Both the placement director and co-director will speak to classes and show slide presentations on interviewing techniques, resume preparation, and career planning.

Although it is difficult to assess the effectiveness of the career and job placement counseling that is provided by the faculty and the placement staff, there is a very positive element in the system of having at least one faculty or staff member responsible to each student for fulfilling that function.

b. Job Placement and Recruitment Program - The strength of the job placement and recruitment program is primarily based on the personal orientation and efforts of the director and administrative staff to developing and maintaining "personal contacts" in business, industry, and education, and an informal program previously established by the faculty to offset the imbalanced orientation of the former placement director towards education majors. This resulted in the development of a placement office in the School of Business and more personal involvement by the faculty to identify and assist students in finding jobs in noneducation areas.

At the present time it is too early to assess the effectiveness of the new placement director's programs but if this support continues the program will have a very strong base from which to provide continued and effective job placement assistance to the students.

5.4 ADMINISTRATIVE AND FACULTY SUPPORT

Although the placement office per se has a very small budget and the staff is relatively small in relation to the amount of work required to fulfill its dual responsibilities, it appears to be mustering significant administrative support. This is largely due to the change in administration and the personal orientation of the new placement director and the director of development to whom he reports.

The overlap with the Office of Public Services is, in effect beneficial to the function of placement in a number of ways. OPS controls the university mailing system and therefore has a direct line of communication with all members of the administration, faculty, and student body.

The public relations responsibility provides the director with an alternative reason to interface with the business community, to understand their needs, and to provide the student resources to the community whenever the opportunity is appropriate. The dual function provides travel and exposure which might not otherwise be available at the current level should these responsibilities be divided.

If the faculty could continue to carry the major responsibility for career and job placement counseling, the director of placement could effectively continue to carry out these functions in the overall interest of broadening the job opportunities available to students upon graduation.

The placement director, in a relatively short period of time, has aggressively sought the support of the faculty and has been generally successful in that effort. The reasons for this appear to be as follows:

1) The new administration has publicly expressed support for the placement function in the university and this has permeated the attitudes of the faculty.

2) The previous placement director was apparently not fulfilling his mandate for noneducation majors and this lack of performance caused certain academic departments to assume the responsibility of career counseling and placement for their majors. It appears that involvement on the part of certain faculty members has been instrumental in increasing general understanding of the placement process and of the role of the placement director.

3) In general, the departments that have started informal career counseling and job placement programs have developed enough momentum to effectively continue placing their own students or to effectively contribute and support the new placement office program.

In the opinion of the placement staff, the administrators and the faculty members interviewed, the following factors were rated most critical to improving the effectiveness of the placement office:

- Larger budget
- Larger staff
- More advertising and coverage in the school paper
- Greater frequency of the number of employer visits

5.5 STUDENT SUPPORT

The Director of Placement is an aggressive and amiable individual who makes an effort to intermingle with the students on campus and to personally invite them to come over to the placement office. Although some students had not yet had the opportunity to meet him because of the relatively short time he had been on campus, generally, those who did know him praised his personal attributes in terms of getting students to come in and discuss their career plans and to take advantage of the available resources.

A medium-sized university located
in a mideastern state.

CASE STUDY: A UNIVERSITY WITH PREDOMINANTLY WHITE STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Organizational Structure

The Director of the Placement Office reports to the Dean of Student Services who in turn reports to the university president.

1.3.3 Academic Program

The university's academic program is divided into two colleges which contain 16 departments, one nondepartmental program, and four interdisciplinary programs.

They are the following:

- College of Arts and Sciences
  - Department of--Biology
    - Chemistry
    - Economics
    - English
    - Fine and Performing Arts
    - Foreign Languages
    - History
    - Mathematics
    - Philosophy and Religion
    - Physics
    - Psychology
    - Public Affairs
    - Sociology
  - Nondepartmental Engineering Program
  - Interdisciplinary Programs--American Studies
    - European Studies
    - Latin American Studies
    - Law Enforcement
- College of Professional Studies
  - Department of--Business Administration
    - Education
    - General Studies

1.3.4 Student Population

As of fall 1973, the university had a total student enrollment of 4,926. Of that total, approximately 98% were white; 51%, male; 49%, female; with 94% having legal residence within the home state.

The university has no on-campus housing facilities, consequently approximately 70% of the total student body permanently reside within the immediate area of the university.

The undergraduate class of 1973 graduated 566. The majority of the graduates received their degrees in Business Administration (18.7%); Elementary Education (18.4%); English (10.6%); History (10.1%); Psychology (9.0%); Sociology (9.0%); and Biology (8.5%).

2.0 THE PLACEMENT PROCESS

2.1 PRIMARY COMPONENTS

The university operates a placement office whose official title is Career Planning and Placement Office.

The placement office assists students in developing career plans and obtaining full-time employment upon leaving the university. The major services offered by the office include: (1) job referrals; (2) individual and group counseling on vocational decision-making and job-hunting skills; (3) an extensive occupational and graduate school library; (4) employer recruitment program; (5) special career seminars, job fairs; (6) permanent credential files which can be made available to prospective employers. These services are also available to alumni on a continuing basis.

Part-time and summer employment information is made available to students through listings posted on a bulletin board in an area close to the placement office. Referrals are made after consultation with a placement interviewer. Effort is made to assist students in obtaining employment that will provide experience in the students' study areas.

2.2 SECONDARY OR SUPPORTING COMPONENTS

There is a Counseling Center which, in the area of placement services, provides students with vocational testing and counseling.

Also, within the university's various academic departments, we uncovered the usual informal job placement and counseling assistance offered students by members of the faculty. One department--English--appeared to be more organized in this area.

The Chairman of the English Department recently appointed a faculty committee of five to explore ways and means through which the department's staff can better serve English majors in the area of career counseling and placement services. The English department is the only academic department that coordinates its placement efforts with the Career Planning and Placement Office.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The Office of Career Planning and Placement is combined with the Office of Financial Aid. The director who is in charge of both offices informed us that approximately 40% of his time is devoted to placement activities.

His staff consists of the following full-time people with the approximate time spent performing placement duties: Assistant Director (100%); Placement Assistant (75%); Secretary (50%). The office also has two part-time people who spend a total of approximately 25 hours a week doing placement work.

3.2 FACILITIES

There are seven rooms allocated for placement office/financial aid use. They are utilized in the following manner: (1) reception area, plus desk space for placement assistant, two secretaries, and two part-time employees; (2) director's office; (3) assistant director's office (financial aid); (4) assistant director's office (placement); (5) career and job information library room; (6 and 7) interview rooms.

3.3 SCOPE OF SERVICES

3.3.1 Student Counseling

According to a placement office write-up, this is the office's most extensive service and involves assisting the student at two very different but equally important stages in their college experience.

For the undergraduate and the undecided senior, the emphasis is on helping the student develop effective career decision-making skills, both long and short range. Attention is directed toward increasing the student's awareness of how the process works and local resources available to assist in this process.

For the senior and graduate who have decided on a career objective, the emphasis is on assisting the individual develop the skills necessary for successful job hunting. Here attention is directed toward resume writing, interviewing skills, identifying potential employment sources, application procedures, etc.

3.3.2 Job Placement

According to the same placement office write-up, the placement office is not an employment agency. It is primarily an educational and vocational vehicle that a student may utilize in planning and shaping his or her own future career. But employment is often obtained through the regular on-campus interview process and job referrals.

In order to assist students with obtaining employment, the placement office hosts employer representatives from business, government, and the school systems who interview seniors for potential jobs following graduation. Also, throughout the year, the placement office receives many calls for part-time and/or summer student help from employers in the area. The jobs are posted, with a special code number, on the bulletin board outside the placement office.

3.3.3 Special Programs and Services

The placement office provides the following special programs and services:

1) A career information library which provides students with specialized directories of potential employers, application forms and procedures; company information, graduate and professional school catalogues, etc. There is also career information and data on job trends and projections. (This school had by far the most extensive library of the ten colleges our team visited.)

2) A placement office-written publication is distributed around campus several times a year to inform students of current career information, national and local trends in the job market, status of traditional and new occupations, community resources and important testing deadlines for seniors.

3) An annual career day which brings employers from the private and public sectors on campus to meet and talk with students.

3.4 PROGRAM MANAGEMENT

3.4.1 Marketing and Public Relations

"On-campus" methods to inform and involve students and faculty in placement office activities is accomplished through several means:

1) The bulletin explains the services offered by the placement office.

2) The student handbook describes placement services.

3) A pamphlet briefly explains placement services.

4) A placement office write-up which tells the location and describes the services offered by the office is distributed around campus.

5) The placement office-written publication is distributed around campus several times a year to inform students of current career information, national and local trends in the job market, status of traditional and new occupations, community resources and important testing deadlines for seniors.

6) The employer recruitment schedule is printed on flyers and distributed throughout the campus.

7) The employer recruiter schedule is printed in the school's newspaper.

8) Flyers advertising the annual career day are distributed around campus.

The placement office's "off-campus" marketing and public relations are conducted in the following ways:

1) Every summer approximately 500 letters are mailed to local employers asking them to take part in placement recruitment and career day activities.

2) Letters are mailed to local employers asking them to list with the placement office any part-time job openings they might have or anticipate.

3) Last summer a news release was distributed to local newspapers appealing to potential employers or individuals to list any part-time employee-needs with the placement office.

3.4.2 Monitoring and Reporting System

The placement office maintains annual records on the number of students registered with the office (583 in 1973-74); number of full-time jobs received and referred (450 in 1973-74); and number of recruiter visits scheduled (73 in 1973-74, including military and repeats).

Last summer the placement office mailed follow-up questionnaires to all 1974 graduates who had registered with the placement office (approximately 500). At the time of our visit, approximately half had been returned but none had been tabulated.

We did not uncover any further systems of monitoring and reporting such as an annual report or any written information between the placement office and the office to whom it reports.

We questioned the assistant placement director concerning this and she explained that an annual report wasn't written in 1973-74 because both she and the placement director were placed in their present positions during that year. They both spent most of their time getting acclimated to their new jobs and, consequently, did not write an annual report. Also, at that time, the Dean of Student Services' position was not filled, so in reality they had no one to whom they could submit a report.

3.4.3 Budget

The annual placement budget is difficult to determine because it is included in with the Financial Aid Office budget. The total, including salaries, is $69,513. Of that figure, the placement director estimated that $45,000 could be charged to the placement office. Of the placement office total, approximately $2,500 goes for contractual services such as travel, telephone and xerox; $500 is for supplies; $1,800 for equipment and $639 for membership fees. Part of the placement director's salary is paid through other sources.

The placement director also said that he was not experiencing budget limitations that affected his ability to contact employers, attend meetings, or purchase publications. He did mention that if he had a larger budget he would hire an additional staff member.

3.5 INTERNAL AND EXTERNAL INTERACTION

3.5.1 Administration-Management-Staff

We only uncovered one area of administration and placement office interaction. Recently, the placement director assisted the Vice President for Planning and Program Development with the writing of a Cooperative Education Program proposal.

3.5.2 Staff-Faculty

The placement director informed us that he does not have a formal program for coordinating the efforts of his staff with faculty members who perform career counseling or assist students in obtaining employment. But the English Department which has recently appointed a faculty committee to explore ways and means through which the department's staff can better serve English majors in the area of career counseling and placement services is keeping the placement office abreast of their activities.

We only uncovered one additional area of placement office staff-faculty interaction. Several Department Chairmen informed us that from time to time the placement office sends them various placement office write-ups and lists of job openings. The latter are positions which ask for applicants majoring in the field of study within the chairmens' department.

3.5.3 Staff-Students/Alumni

The placement office staff/student interaction for the most part takes on three forms: First, when the placement office informs students of its services. Second, if and when a student chooses to avail himself of placement services. If he does choose to do so, he must make a trip to the placement office where he most likely will:

1) Inquire about general information.

2) Use the career library services.

3) Make an appointment for counseling.

4) Inquire about full-time, part-time and/or summer job opportunities which are posted on the bulletin board just outside the placement office.

5) Establish a credential file or dossier.

6) Sign up for an employer recruitment interview.

If a student avails himself of services 5 and 6, he must register with the placement office and fill out forms at which time a placement office file is started and maintained on him.

The third area of placement office staff-student interaction results from the students' participation in the annual Career Day. Placement office staff/alumni interaction was not covered.

3.5.4 Staff-Industry

The only staff-industry interaction we uncovered results when the placement office solicits employers for part-time and summer jobs and for participation in the placement office recruitment program and annual career day.

3.5.5 Staff-Student and Professional Groups

None.

4.0 OTHER CAMPUS PLACEMENT SERVICES

4.1 FORMAL

As stated in section 2.2, one of the functions of the Counseling Center is to provide students with vocational and career testing and counseling.

We questioned the placement office's assistant director about this apparent duplication with her office of career counseling services. She informed us that the Counseling Center primarily concerns itself with assisting the student in deciding what type of work would best suit him and the academic courses needed to prepare for this work. Once the student has made this decision, the placement office assists him in specific career planning.

The two offices do not formally coordinate their services but there is an informal two-way referral system.

4.2 INFORMAL

As stated in section 2.2, the various departments within the university's two academic divisions provide some career counseling and job placement assistance to students. But this assistance appears to be unstructured and no record of services is maintained. Although these services seemed to be operating at many levels, depending on the academic department or the faculty member interviewed, we would like to mention what we feel is a special effort in this area.

The Chairman of the English Department recently appointed a faculty committee of five to explore ways and means through which the department's staff can better serve English majors in the area of career counseling and placement services. Of the ten colleges we personally visited, this was the only English Department to mount an organized effort in this area.

The Chairman also informed us that the committee was keeping the placement office informed of its activities through meetings with the assistant director of the placement office.

5.0 ULTRASYSTEMS' EVALUATION

5.1 THE COLLEGE PLACEMENT SERVICE

5.1.1 Facilities and Office Atmosphere

The placement office director feels space-wise his facilities are adequate and we must concur. Actually, in many ways, they are the best we came across during our ten school visits. The main room, which serves as the reception area and desk space for the placement assistant and clerical staff, is the largest of its kind that we encountered. The placement director and assistant placement director also had the largest offices of any of their counterparts at other schools. And finally, the placement office had a separate room for its career library which is large enough to accommodate the largest volume of materials and publications we came across, plus two reading tables and several chairs.

Location-wise, the placement director feels the placement office is good and we must agree. It is located in a building which also houses the student bookstore, cafeteria, and other student services. Although at this time the Counseling Center is located elsewhere, plans are underway to move it into offices adjacent to the placement office.

5.1.2 Management and Staff Attitudes

We found the placement director and his staff friendly and most cooperative. They set up all of our interview appointments and assisted our team in every way possible.

5.1.3 Industry Rapport

Unlike our visits to other schools where the heavy recruiter schedule afforded us ample opportunity to observe placement office staff and recruiter relations, the extremely light recruiter schedule the week we visited did not provide the same opportunity. We really don't have a "feel" for this area as it relates to this university.

But we do know that they do not receive any contributions from companies in the form of paid travel expenses, equipment, etc., like some of the black colleges do, but this does not necessarily mean a lack of industry rapport.

5.1.4 Administration and Faculty Interaction

As previously stated, the placement director reports to the Dean of Student Services. But in interviewing the Dean, we uncovered no interaction between the two offices. Also, the interview revealed that he did not have a feel for what was going on as far as placement activities are concerned. This was undoubtedly due in part to the fact that the Dean had only held his present position for two months.

Because of the turnover in staff, we feel it would not be fair to evaluate Administration/placement office staff interaction. The Dean of Student Services commented that he intended to work closely with the placement office. The assistant director of the placement office said there would be an annual report submitted concerning placement activities for this past year.

We also interviewed the Vice President of Planning and Development. As previously mentioned, he had solicited the assistance of the placement director in writing a proposal for a Cooperative Education Program (Co-op). This was the only formal administrative-placement interaction we uncovered.

As previously mentioned, the placement director has no formal program for coordinating his office's career counseling and job placement activity with members of the faculty who provide students with the same services. But the placement office is beginning to develop relationships with various academic departments such as the previously discussed situation where the English Department is keeping the placement office informed of their departmental placement activities.

We might add that in response to the question, "How familiar are you with the operation of the placement office and its activities?" none of the faculty members interviewed responded "High familiarity;" three said "Medium familiarity"; five said, "Low"; with two having no comment. This would seem to indicate a low level of faculty-placement office interaction and we feel something should be done, possibly the following:

1) The placement office should ask each department to appoint a faculty member as head of placement to be a liaison between the department and the placement office.

2) The placement office and members of the faculty should exchange ideas about assisting students with job placement.

3) The placement office should feed back to faculty what happens to their graduating students who are out in the world of work. This possibly would assist members of the faculty in developing their academic programs.

5.1.5 Effectiveness

a. Qualitative: Based on our visit to this university and other colleges and universities, we feel the placement office provides a moderate level of service to the school's student body.

At this time we would like to comment on what we feel are the weak and strong areas of the placement service.

First, the weak: (1) Director and Assistant Director inexperienced in placement office operation; (2) lack of program to inform and involve faculty in placement activities; (3) lack of strong program to inform and involve students in placement activities; (4) lack of monitoring and reporting system; (5) lack of a strong, well-rounded career counseling program.

Second, the strong: (1) Director and Assistant Director know and understand the weaknesses in their program and are attempting to do something to correct them; (2) location and physical facilities; (3) career and job information library; (4) attempts to involve employers in the placement program.

b. Quantitative: The absence of accurate data precludes us from making any positive statements concerning the effectiveness of the placement program in terms of interview/placement ratio. But we do know how the placement office's customers feel about the effectiveness of the placement service. Please refer to section 5.3, Student Attitudes and Response, for tallied data on how the seniors perceive the placement office.

5.1.6 Unique Aspects of the Program

We feel there are two placement office services which are unique, based on the fact that no other placement office we visited provided them near as well, if at all. The first is the career information library. As we mentioned before, the placement office has a separate room utilized exclusively for library services. Also, their library was by far the best organized and carried the greatest number of publications of any placement office we visited.

Secondly, we feel the publication put out by the placement office is rather unique in its concept and content.

5.2 ADMINISTRATION AND FACULTY SUPPORT

As previously mentioned, the placement office reports to the Dean of Student Services. But because of his short tenure in the position, it was difficult to evaluate him in the area of support of the placement office. He did respond "Most important factor" to our question "How would you rate the placement function to other factors that constitute the total educational process in the college setting?".

We would also like to add here that when we asked the eleven faculty members we interviewed how important is the placement function as viewed by the college's administrative personnel, seven responded, "high importance," with four having no comment.

In conclusion, based on the above interviews, the campus location of the placement office, and the size of its budget, we feel the placement office has a high level of support from the college's administration.

In the area of faculty support, based on our interviews with eleven members of the faculty, we would have to conclude that it is low. None of the faculty said they were highly familiar with the placement office operation; three said they were moderately familiar; five responded, low familiarity; with one saying not familiar, and two having no comment. The eleven faculty members reported "frequency of contact" with the placement office as being even less.

We realize that most of the above could be the fault of the placement office for not reaching out to the faculty. But through our interviews we got the feeling that most of the faculty members we talked to weren't really concerned about the placement office and its activities.

In rating the overall effectiveness of the placement office, six faculty members said they didn't know enough about it to comment. Of the remaining five, one felt the placement office was outstanding, with four saying, very good.

5.3 STUDENT ATTITUDES AND RESPONSE

We interviewed 100 (approximately 16%) of the 1975 senior class. Of the 100, 40% had availed themselves of the services offered by the placement office. The services they received, with the number of students who received each service, are as follows:

Registration/information/library services	16 (40%)
Career planning counseling	8 (20%)
Interview counseling	5 (12.5%)
Job placement counseling	8 (20%)
Resume preparation assistance	6 (15%)
Employer interview appointments	24 (60%)

(The percentages add up to more than 100 because many students indicated they received service in several areas.)

When we asked the 100 students how they would rate the overall effectiveness of the placement office, 4% responded outstanding; 24% said, very good; 37% said, mediocre/only fair; 6% said, poor, with 29% having no comment.

With a 28% outstanding/very good effectiveness rating by the students interviewed, this was far below the 73% rating given by the other university visited in the same state.

The high percentage of students who had not availed themselves of placement services (60%) would seem to indicate that they are unaware of the placement office's existence or do not feel the placement office can offer them any assistance. Proof of the former is that 31% of the seniors interviewed said the placement office was doing a less than adequate job at reaching out and informing students of their services. We might mention here that this feeling was especially prevelant among the Business and Education majors whose classes in their field of study are held on a separate campus which is a few miles distant. We found the lack of communication between the two campuses a definite problem.

The students who did find their way to the placement office had one major complaint. 46% felt the placement office was doing either a fair or poor job at getting recruiters in their area of specialization to interview on campus. (4% said, excellent; 21%, good; with 29% having no comment.) As usual, it was the seniors majoring outside the business and education area who were the least happy.

In concluding the "Student Attitudes and Response" section, we wish to comment on the seniors' response to our question: "Through what mechanism do you think you will most likely obtain your first job after graduation?". But first, the tabulated results:

My own efforts	81%
Placement office	10%
Instructor's assistance	8%
Relative's assistance	10%
Friend's assistance	14%
Other or no comment	9%

(The percentages add up to more than 100 because many students indicated more than one mechanism.)

The above data would seem to indicate that the majority of the seniors do not have confidence their placement office will bring job-seeking results for them. Or maybe they have such a great deal of confidence in themselves that they feel they don't need outside help.

A large college located
in a mideastern state.

CASE STUDY: A COLLEGE WITH PREDOMINANTLY BLACK STUDENTS

(Deletions have been made in this case study in order to protect the identity of the school and thereby provide the confidentiality promised during the course of this study.)

1.0 GENERAL DESCRIPTION

1.1 NAME AND LOCATION

1.2 TOWN AND CAMPUS

1.3 THE UNIVERSITY

1.3.1 Background

1.3.2 Academic Program

The college's academic organization is divided into nine undergraduate divisions:

The Division of Business

Areas of Instruction

- Accounting and Business Administration
- Office Administration and Business Education
- Secretarial Science

The Division of Teacher Education

Departments of Instruction

- Elementary Education
- Special Education
- Secondary Education
- Educational Media and Television
- Physical Education, Health and Recreation

The Division of Home Economics

Areas of Instruction

- Home Economics Education
- Terminal Home Economics

The Division of Humanities

Departments of Instruction

- Fine Arts
- Foreign Languages
- English, Drama and Reading
- Music
- Speech Pathology and Audiology

The Division of Natural Sciences

Departments of Instruction

- Biology
- Chemistry
- Mathematics
- Physics and Electronics

The Division of Social Sciences

Departments of Instruction

- History and Geography
- Economics
- Military Science
- Political Science
- Psychology
- Sociology
- Social Work

The Division of Industrial Education and Technology

The Division of Nursing Education

The Division of Continuing Education

1.3.3 Student Population

As of fall 1974, the college had a full-time undergraduate student enrollment of 4,736. Of that total, 97.2% were black. The sexual breakdown of total undergraduate population was 54.5%, female; 45.4%, male.

The class of 1974 graduated a total of 678 students. Of these, 418 (61.7%) received a Bachelor of Science degree; 199 (29.4%) received a Bachelor of Arts degree; 4 (0.6%) received an Associate of Arts degree, with 15 (2.2%) receiving a Certificate from the Division of the Evening College and Adult Services.

The majority of the 678 students received their degrees from the Divisions of Education, 24.9%; Social Science, 23.2%; and Business, 21.1%.

2.0 THE PLACEMENT PROCESS

2.1 PRIMARY COMPONENTS

The college operates a placement office whose official title is Office of Placement and Career Planning.

In general, the purpose of the placement office is to assist, supplement, and coordinate all placement efforts, whether by students, faculty, or administration, to the end that graduates may find jobs in the occupations for which they have prepared, and to assist them to advance to higher levels of employment.

2.2 SECONDARY OR SUPPORTING COMPONENTS

There are three areas of placement office support on the campus. First, the Counseling Center provides students with vocational and career testing and counseling. Their services in this area are aimed more at students on the freshman and sophomore level.

Second, the various departments within the college's nine academic divisions provide some form of career counseling and job placement assistance to students but, for the most part, this service is informal. One division, Industrial Education and Technology, appears to be more organized in this area.

The third area of placement support is provided by the Cooperative Education Program (Co-op). Although the program is not set up to provide placement services per se, a byproduct of its activities is career and personal counseling, career-related work experience, and career job placement.

None of the above three supportive components formally coordinate their placement activities with the placement office.

3.0 THE COLLEGE PLACEMENT SERVICE

3.1 ADMINISTRATION AND STAFF

The placement office staff consists of one full-time director, two full-time secretaries, and one part-time secretary. (The director reports to the Vice President for Student Affairs.)

3.2 FACILITIES

The placement office is located in the college's Student Center Building. Three rooms are allocated for placement office use, with an additional room available on request. They are utilized in the following manner: reception area, library area, and space for the clerical staff--one room. Director's office--one room. Six interview cubicles--one room. (The available-on-request space is a large multipurpose room that is utilized for employer/student interviews when all of the six interview cubicles are in use.)

3.3 SCOPE OF SERVICES

3.3.1 Student Counseling

The placement office provides counseling in job-related areas such as career planning, job hunting and interview tips, resume preparation, etc.

3.3.2 Job Placement

The placement office offers part-time, summer, and full-time job placement services. Job development or job solicitation for specific students is not provided.

3.3.3 Special Programs and Services

The placement office provides the following special services:

1) Has reciprocating agreements with dozens of other institutions for the purpose of assisting graduates generally.

2) Assists the faculty in obtaining summer positions.

3) Sends each graduate a monthly job-opportunities information sheet until indication of employment.

4) Graduates whose names appear on the placement office's unemployment or underemployment lists are continuously circulated to prospective employers.

5) Conducts an annual Career Day Seminar which involves employers, the faculty, students, and high school counselors and students.

6) Operates from 8:00 a.m. until 7:00 p.m. in order to better serve night school students and working alumni. (This placement office, by far, had the longest operating hous of any college we visited. Most others were open somewhere between 8 and 9 until 5.)

3.4 PROGRAM MANAGEMENT

3.4.1 Marketing and Public Relations

"On campus" methods to inform and involve students and faculty in placement activities is accomplished through several means:

1) The college bulletin explains the services offered by the placement office.

2) School newspaper ads inform students about placement services.

3) A monthly calendar is sent to every senior detailing what organizations will be recruiting on campus that month.

4) A monthly calendar is sent to every faculty member. A weekly reminder is also sent so faculty can remind the students.

5) Posters describing recruiting visits are posted in all classroom buildings.

6) A monthly communication is sent from the placement director to seniors encouraging participation, encouraging counseling, motivating students to sign up for appropriate interviews, discussing job-seeking techniques, etc.

The placement office's "off-campus" marketing and public relations are conducted in the following ways:

1) From graduation until indication of employment, a monthly questionnaire and information of job opportunities is sent to every graduate.

2) Hundreds of telephone calls are made by the placement office to graduates to determine employment status and to give information on positions in relationship to the graduate's career goals.

3) Graduates whose names appear on the placement office's unemployment or underemployment lists are continuously circulated to prospective employers.

4) The placement director visits potential places of employment of graudates and students.

5) The placement director and members of his staff visit workshops, seminars, and national and regional meetings sponsored by College Placement Services, Inc. and other organizations.

6) The placement office has reciprocating agreements with dozens of other institutions for the purpose of assisting graduates generally. For instance, the placement office co-sponsors with the Philadelphia Center For Health Careers a mini-center that provides students with health or health-related career information. The Center also counsels students who are interested in a health career and acts as a resource for recruitment for schools in health and health-related careers. The Center operates out of the placement office.

7) Sponsors an annual Career Seminar which involves employers, high school counselors and students.

8) The placement director annually participates as keynote speaker or panelist in off-campus career and job-related conferences.

9) Unusually long placement office hours (8:00 a.m. until 7:00 p.m.) afford alumni more of an opportunity to utilize placement office services.

10) Assists in the facilitation of gifts from various companies to the college.

3.4.2 Monitoring and Reporting System

The placement office maintains annual statistics on the number of seniors registered with the office; number of recruiting organizations--by type; and employment of graduates--by name, academic major, employer, and position held.

A statistical breakdown for the above areas is incorporated into a report which is submitted annually by the placement director to the Vice President for Student Affairs. We were provided with a copy of the report for 1974. Along with the statistical data, it summarizes the year in terms of placement and services offered; lists the activities of the placement office and staff; describes the methods utilized to communicate with faculty, students, and graduates; and mentions some needs of the office.

3.4.3 Budget

The placement office budget is $7,000 exclusive of salaries. $750 is for staff travel, with the remaining monies going for telephone, postage, supplies and contractual services. The placement director informed us that company visits made by him are paid for by the companies.

The placement director also said that he was not experiencing budget limitations that affect his ability to contact employers, attend meetings, or purchase publications. He did mention that if he had a larger budget he would hire additional staff who could provide vocational counseling; job development for undergraduates and alumni; more follow-up of graduates; and better placement of students on jobs.

3.5 INTERNAL AND EXTERNAL INTERACTION

3.5.1 Administration-Management-Staff

As far as we could ascertain, the only formal interaction between the placement office and administration is the annual report which the placement director submits to the Vice President for Student Affairs. Undoubtedly, there could be more such, as policy meetings, but we didn't uncover any.

3.5.2 Staff-Faculty

The placement director informed us that he does not have a formal program for coordinating his efforts with faculty members who perform career counseling or assist students in obtaining employment. But faculty does interact with the placement office in the following ways:

1) Every faculty member is the recipient of a monthly recruiter schedule from the placement office. They also receive a weekly reminder and faculty members are encouraged by the placement office to remind their students to sign up for interviews.

2) Several members of the faculty participate in the placement office's Career Day and various seminars throughout the year. Members of the faculty utilize the placement office in their summer job-seeking activities.

3) Faculty cooperates with the placement office when they ask for a recommendation for a particular student's file.

3.5.3 Staff--Students--Alumni

The placement office staff/student interaction mainly takes on three forms. First, when the placement office informs students of its services. (Please refer to section 3.4.1.) Second, if and when a student chooses to avail himself of placement services. If he does choose to do so, he must make a trip to the placement office where he most likely will:

1) Inquire about general information.

2) Use the library services.

3) Make an appointment for counseling.

4) Register for part-time or summer work.

5) Sign up for a recruiter interview.

If a student avails himself of services 4 and 5, he must register with the placement office and fill out forms--at which time a placement office file is started and maintained on him.

The third area of placement office staff/student interaction results from the student's participation in the annual placement office-sponsored Career Day Seminar.

Placement office staff/alumni interaction takes on two forms:

1) From graduation until indication of employment, a monthly questionnaire and information of job opportunities is sent to every graduate.

2) Hundreds of telephone calls are made by the placement office to graduates to determine employment status and to give information on positions in relationship to graduates' career goals.

3.5.4 Staff--Industry

We uncovered the following placement office staff-industry interaction:

1) The placement director visits potential places of employment for students and graduates.

2) Business/industry and government agencies participate in the annual Career Day Seminar.

3) Business/industry, school district, and government agencies' participation in the college's recruitment program.

4) The placement office assisting in the facilitation of gifts from various companies to the college.

3.5.5 Staff--Student--Professional Groups

As previously discussed, the placement office co-sponsors, with the Philadelphia Center for Health Careers, a mini-center that provides students with health or health-related career information. The center also counsels students who are interested in a health career and acts as a resource for recruitment for schools in health or health-related careers.

4.0 OTHER CAMPUS PLACEMENT SERVICES

4.1 FORMAL

As stated in section 2.2, one of the functions of the Counseling Center is to provide students with vocational and career testing and counseling. Students who wish to utilize the Center's services are assigned a counselor who specializes in their academic major.

We questioned the placement director about this apparent duplication with his office of career counseling services. He informed us that the Counseling Center primarily concerns itself with assisting the student in deciding what type of work would best suit him and the academic courses needed to prepare for this work. Once the student has made this decision, the placement office assists him in specific career planning.

The two offices do not formally coordinate their services, but there is an informal two-way referral system.

4.2 INFORMAL

As stated in section 2.2, the various departments within the college's nine academic divisions provide career counseling and job placement assistance to students. This assistance appears to be unstructured and no record of services is maintained. Although these services seemed to be operating at many levels--depending on the academic department or the faculty member interviewed, we do feel that one department possibly provides students with a higher level of job placement service.

According to the Chairman of Industrial Education and Technology, all of the students who are in his department receive job placement assistance from members of his faculty or himself. He said that employers contact him with high frequency regarding their employment needs. He also stated that his level of frequency in contacting employers on behalf of students, concerning their employment needs, was high. The chairman went on to say that all of his department's 1974 graduates were placed on jobs and a roster is maintained on all Industrial Education and Technology alumni.

We also uncovered some placement activity taking place with the college's Cooperative Education (Co-op) program. The Co-op Director told us that his staff provides the enrollees with career and job counseling and placement in career-related work experience jobs. He also informed us that many times the student will, upon graduation, be placed in a permanent career position with the business or agency where he co-op'd.

5.0 ULTRASYSTEMS' EVALUATION

5.1 THE COLLEGE PLACEMENT SERVICE

5.1.1 Facilities and Office Atmosphere

The placement director feels his facilities are not adequate spacewise. He said the six semi-private cubicles are not sufficient to accommodate his heavy recruiter schedule. He would like to have ten private interview rooms. He also feels a larger reception area is needed. As of now, during heavy recruitment days, students have to wait out in the hall until it is time for their interviews.

Finally, the placement director believes a separate room for the job and career information library is needed. All placement office publications are now piled on tables which are located in the reception area.

Based on our observations, we must concur with the placement director that his facilities could use some improvement. The interview cubicles are very small and when several interviews are being conducted concurrently the noise factor could distract some interviewers and interviewees.

We also agree the reception area is too small. However, if the placement office had a separate library room, then the tables that accommodate the career and job information publications could be removed and this would give the reception area the space it needs.

Locationwise, the placement director feels that the placement office is well located. We must agree. It is located in the Student Center with offices adjacent to the Counseling Center and other Student Affairs' offices.

In concluding this section, we would like to state that the Student Center Building is modern and has a nice atmosphere.

5.1.2 Management and Staff Attitudes

We found the placement director and his staff friendly and most cooperative. They set up all of our interview appointments and assisted our team in every way possible.

5.1.3 Industry Rapport

Based on our observation, the number of organizations that recruit on the campus and the contributions from companies in the form of paid travel expenses, equipment, and outright cash, we must conclude that the placement office has excellent rapport with business/industry, school districts, and government agencies.

The placement director is a PR-type person and appeared to have a good one-to-one relationship with individual recruiters.

One final note, every day, at lunch time, the placement director personally escorted all the recruiters, our team included, to the college's cafeteria where we were all seated in a private room and served an elaborate meal (on the house). This is the only college we visited where this service was provided and we felt it was most impressive.

5.1.4 Administration and Faculty Interaction

As previously stated, the placement director reports to the Vice President for Student Affairs. Apparently the only involvement by the Vice President in placement office activities results from his receipt of the annual placement office report. The report for 1973-74 is most thorough in describing placement activities, needs, etc., so reading it should keep him abreast of what is going on.

As previously mentioned, the placement director has no formal program for coordinating his office's career counseling and job placement activity with members of the faculty who provide students with the same services. The placement office, however, does utilize faculty participation in the Annual Career Day and various placement office-sponsored seminars.

We might add that in response to the question, "How familiar are you with the operation of the College Placement Service and its activities?" eight of the nine faculty members interviewed responded "High familiarity," with one saying "Medium familiarity."

However, we do have three suggestions for increasing placement office/faculty interaction. First, each academic department should appoint a faculty member as head of placement to be a liaison between the department and the placement office. Second, the placement office and members of the faculty should exchange ideas about assisting students with job placement. Third, the placement office should feed back to faculty what happens to their graduating students who are out in the world of work. This possibly would assist members of the faculty in developing their academic programs.

5.1.5 Effectiveness

a. Qualitative: Based on our visit to this college and other colleges and universities, we feel the placement office provides a high level of service to the school's student body.

At this time we would like to comment on what we feel are the weak and the strong areas of the placement service.

First, the weak:

1) As with all of the other colleges we visited, the placement office provides a low level of service to students majoring outside of the business, engineering, chemistry, and education areas. Little is done for students majoring in English, History, Art, Music, etc. Granted, most companies that recruit on college campuses are looking for students with specific skills, but something should be done for students in the liberal arts area.

2) Lack of separate room or proper space for library use.

3) Lack of private interview rooms.

4) Small reception and waiting area.

Second, the strong:

1) Experienced and well-qualified director. (Twelve years in current position.)

2) Excellent employer relations/rapport.

3) Apparent high level of awareness by faculty concerning placement office function.

4) Physical location and close proximity to Counseling Center.

5) Administrative support.

6) Special innovative services such as reciprocal agreements with other institutions; assisting faculty in obtaining summer employment; the sending of each graduate a monthly job-opportunities information sheet; and maintaining 8:00 A.M. to 7:00 P.M. office hours.

b. Quantitative: The absence of accurate data precludes us from making any positive statements concerning the effectiveness of their program in terms of interview/placement ratio. But we do know how the placement office customers feel about the effectiveness of placement services. Please refer to section 5.3, Student Attitudes and Responses, for tallied data on how the seniors perceive the placement office.

5.1.6 Unique Aspects of the Program

We feel the following placement services are unique, based on the fact that no other placement office we visited provided them.

1) The co-sponsorship with another agency (Philadelphia Center for Health Careers) to provide additional service to students.

2) Assisting faculty with summer employment.

3) The sending of a monthly job-opportunities information sheet to each graduate and the general high level of contact with alumni.

4) Maintaining long office hours to better serve night students and alumni.

5.2 ADMINISTRATION AND FACULTY SUPPORT

As previously mentioned, the placement office reports to the Vice President for Student Affairs. We interviewed him and found him informed on placement activities and needs. His knowledge in this area would seem to indicate a form of support for the placement office. The Vice President for Student Affairs also responded that he felt the placement function is a most important factor in the total educational process in the college setting and described the overall effectiveness of the placement office as outstanding. We would like to add here that when we asked the nine faculty members we interviewed how important is the placement function as viewed by the college's administrative personnel, all responded--"high importance."

We also interviewed the Vice President for Development and the Co-op Director. The former gave the placement office an outstanding effectiveness rating, with the latter saying, very good.

In conclusion, based on the above interviews, the campus location of the placement office, and the size of its budget, we would have to say that the placement office has a high level of support from the college's administration.

In the area of faculty support, based on our interview with nine members of the faculty, we would have to conclude that it is also high. Eight said they were highly familiar with the placement operation, with one responding that his familiarity was moderate. As far as frequency of contact with the placement office, the responses were almost the same as above. Seven faculty members said their frequency of contact was high; one said, moderate; with one stating, low.

In rating the overall effectiveness of the placement office, one faculty member said, outstanding; seven responded, very good; with one having no comment.

5.3 STUDENT ATTITUDES AND RESPONSES

We interviewed 100 (approximately 14%) of the 1975 senior class. Of the 100, 83% had availed themselves of the services offered by the placement office. The services they received, with the number of students who received each service, are listed below:

Registration/information............	15	(18.1%)
Career planning counseling..........	17	(20.5%)
Interview counseling................	30	(36.1%)
Job placement counseling............	28	(33.7%)
Resume preparation assistance.......	18	(21.7%)
Employer interview appointments.....	59	(71.1%)

(The percentages add up to more than 100 because many students indicated they received service in several areas.)

When we asked the 100 students how they would rate the overall effectiveness of the placement office, 22% responded, outstanding; 51% said, very good; 24% said, mediocre/only fair; none said poor, with 3% having no comment.

With a 73% outstanding/very good effectiveness rating by the students interviewed, the placement office far outdistanced the rating given the four schools we have tabulated so far.

Even though the relatively high effectiveness rating would seem to indicate that students are pleased with the service provided them by the placement office, we did uncover two areas of some student discontent.

First, when asked how they would rate the placement office's success in attracting company recruiters who are interested in their area of specialization, 11% responded, fair, and 8% responded, poor. (32% responded, excellent; 37%, good; with 12% having no comment.)

As with the other colleges we visited, we are relatively certain that the majority of the seniors who are not completely satisfied with the placement office's effectiveness in this area most likely are students majoring in fields other than business, engineering, certain areas of natural science and teaching.

The second area of student dissatisfaction was also one we have heard before; although much lower than other colleges we visited, we feel it bears mentioning. 8% of the seniors felt the placement office didn't do a good enough job at reaching out to students and informing them of placement office services. Their main complaint was that students should be reached at the freshman and sophomore levels.

Because of the above senior responses, we feel the placement office should look into ways to improve service in the two areas of student discontent.

In the first area, employers who hire students who major in the Liberal Arts: English, History, Art, Music, etc, need to be sought out. If such employers do not recruit on college campuses, then the placement office should develop an extensive library that would provide students who are from the "hard-to-place" majors with information on what they might do career-wise with their education. Coordination of efforts with faculty who teach in these areas would also be most helpful.

In the second area, ways and means should be developed to better inform and involve underclassmen in placement office activities. We realize the placement office already has several methods in operation to accomplish this, but apparently they still aren't reaching some students soon enough.

In concluding the "Student Attitudes and Responses" section, we want to comment on the seniors' response to our question: "Through what mechanism do you think you will most likely obtain your first job after graduation?"

First, the tabulated results:

My own efforts	56%
Placement office	50%
Instructor's assistance	10%
Relative's assistance	7%
Friend's assistance	10%
Other or no comment	2%

(The percentages add up to more than 100 because many students indicated more than one mechanism.)

The above data would seem to indicate that many seniors have confidence that their placement office will bring job-seeking results for them.